DOCUMENT RESUME

ED 216 171 CE 032 433

AUTHOR	Goodell, Rita Nitzberg
TITLE	Effective Responses to the Crime Problem of Older Americans: An Instructor's Guide.
INSTITUTION	National Council for Senior Citizens, Inc., Washington, D.C.
SPONS AGENCY	Administration on Aging (DHHS), Washington, D.C.
PUB DATE	Jan 82
CONTRACT	DHHS-90-AT-0024/01 and 02
NOTE	193p.; For a related document see CE 032 432.
AVAILABLE FROM	National Council of Senior Citizens, 925 15th Street NW, Washington, DC 20005 ($8.00; $7.00 each for 10 or more copies).
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Communication (Thought Transfer); Community Programs; Consumer Protection; Course Descriptions; Course Organization; *Crime; *Crime Prevention; Crisis Intervention; Fear; Guidelines; Individual Characteristics; *Individual Needs; Lesson Plans; *Older Adults; *Program Implementation; Psychological Needs; Resources; *Victims of Crime
IDENTIFIERS	*Victim Assistance

ABSTRACT

Designed for use in conjunction with a handbook dealing with effective responses to the crime problem of older Americans, this instructor's guide contains information pertaining to organizing and conducting a course on preventing crimes against the elderly as well as a series of lesson plans. Various aspects of course structure are discussed, including general learning objectives for participants, training philosophy, introductory materials for training new instructors, course design, and reading and resources. Provided next are plans outlining lessons on the following topics: a sketch of America's elderly; patterns of crime against the elderly; fear of crime and its consequences; preventing street crimes, residential crimes, and consumer fraud; community crime prevention; victimization and its aftermath; meeting the needs of elderly crime victims; communicating with older individuals; advocating for an improved response to the elderly's crime problem; locating anti-crime resources; developing a comprehensive crime prevention program; and developing a training program for the elderly. (The above-mentioned handbook is available separately--see note.) (MN)

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Effective Responses to the Crime Problem of Older Americans: An Instructor's Guide

by
Rita Nitzberg Goodell

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The National Council of Senior Citizens,
Legal Research and Services for the Elderly
Criminal Justice and the Elderly Program

January 1982

CE 032 433

This project was supported by Cooperative Agreement #90-AT-0024/01 and 02 from the Administration on Aging, Department of Health and Human Services to the National Council of Senior Citizens. Points of view or opinions stated in this report are those of the author and do not necessarily represent the official position of the Administration on Aging.

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Introduction

Background of the *Instructor's Guide*

Only within the last several years, and only in a few locations, have courses on crime against the elderly begun to appear in the curricula of gerontology programs in schools of higher and continuing education. This omission is an especially serious one because of the important role which such schools play in educating professionals and paraprofessionals who come into daily contact with the elderly. For while the problems of crime and fear of crime are of special concern to older Americans, most staff of senior-serving agencies know little about the nature of the problem or how to deal effectively with it.

To address this lack, the Criminal Justice and the Elderly Program of the National Council of Senior Citizens has devised an introductory course for gerontology students on the topic of crime against the elderly. The materials for the course are entitled Effective Responses to the Crime Problem of Older Americans and consist of two volumes: a handbook and an instructor's guide. The handbook for the course presents basic information about crime problems affecting the elderly and those countermeasures that have proven most successful. This volume, the instructor's guide, has been designed as a companion to the handbook, to be used as a resource for presenting the information as effectively as possible.

Course Design

The curriculum in this guide is intended for use by professional trainers and educators in a course on "Effective Responses to the Crime Problem of Older Americans." As designed, the full course requires 30 classroom hours, the equivalent of three hours of continuing education credit for students. However, the course may also be divided into discrete training sessions which focus only on portions of the materials. To this end, the smaller units of the package ("lesson plans") have been designed to stand alone, with objectives and structure independent of the other lesson plans. In addition, the homework assignments for each lesson plan are described in the beginning of the lesson so that instructors who are teaching only portions of the course can readily find them.

Please note that this instructor's guide is not meant to be used without the companion handbook, and that all material in the guide is cross-referenced to the corresponding material in that text. The handbook, on the other hand, can be used independently of the guide as a basic introduction to the topic for policymakers, program administrators, legislators, professors, students, and even older citizens themselves. It should provide readers with a thorough understanding of the curriculum's subjects, and its reading and resource lists will allow them to examine particular subjects in greater detail where desired.

General Learning Objectives for Participants

At the end of this 30-hour course, participants will be able to:

- Identify the major crime problems of the elderly as a class, including fear of crime, the consequences of criminal victimization, and the patterns of crime being committed against the elderly.

- Recognize the specific crime problems and needs of the elderly with whom they are in contact, including needs for home improvement measures, counseling against fear, personal security advice, information on con games and frauds, or counseling to overcome the psychological effects of victimization.

- Identify and contact resources which offer crime prevention and victim assistance services to the elderly.

- Recommend actions that both elderly people themselves and elderly-serving programs can take to decrease the elderly's vulnerability to crime, to reduce fear, and to improve their chances of overcoming the effects of victimization.

These general learning objectives provide an overall direction for the course. In addition, each lesson plan lists the specific objectives--for both instructors and participants--of that particular segment.

Training Philosophy

There are two basic assumptions about learning* which underlie this instructor's guide:

- that people learn best when they actively participate in the learning process; and

- that a combination of training techniques will reinforce the information being learned, maintain the students' interest level, and better ensure that the information will be used. Based on these two assumptions, each of the lesson plans in this guide includes a number of suggestions for techniques which instructors can use to present the subject matter; many of these techniques involve the students in participatory exercises in the classroom.

Several aspects of the subject of crime-related problems of the elderly lend themselves particularly well to the use of participatory training techniques. One is the fact that students will need to be sensitized to problems of a specific segment of the population; in order to provide proper services to an elderly crime victim, for example, one must have some empathy for his or her special needs and problems. Exercises like role plays are excellent ways to develop this empathy among students.

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*For the purpose of this course, "learning" includes the understanding and retention of information, as well as the ability to apply it to real-life situations.

A second advantage to participatory training techniques is that they can assure that the new information is assimilated and translated into new behavior. With a topic like crime prevention, for example, it is especially important for participants to apply what they learn, to change their behavior to prevent crime. A good technique to accomplish this is to use a small group exercise in which they must solve a problem using a hypothetical situation which closely parallels reality.

Of course, participatory training techniques must be mixed together with others to provide balance and rhythm. A lecture, for example, is an excellent method in some cases, because it is easy to prepare and allows for the presentation of large amounts of materials in short periods of time. The use of handouts or transparencies during a lecture increases the retention rate dramatically.

Obviously, the techniques listed in each lesson plan are only suggestions, not rigid plans that must be adhered to. Participatory techniques will be more appropriate for certain types of students and settings than for others; professional instructors and trainers will be the best judges of when limitations apply and can choose alternatives.

Introductory Materials on Training for New Instructors

The following four sections, on training techniques and how to choose them, training tips, and audiovisual aids, are intended to assist instructors who have little or no prior experience in using participatory techniques. They provide basic definitions of the training techniques included in this guide and advice on some of the important logistics involved in educating adults, especially older adults. *

Kinds of Training Techniques

Presentation. Basically, a presentation is a prepared lecture or speech before a group. The word "presentation" is used here, however, to emphasize the opportunities in this format to use visual aids (such as transparencies, demonstrations with props, and flipcharts), and to elicit participation from the audience (by fielding questions or asking for a show of hands). For the instructor, presentations have several advantages: their preparation is straightforward; they can be used with any size group in any type of room; and there are few variables or unknowns which affect their delivery. Although much information can be communicated through a presentation, the amount retained by the audience is often less than through other techniques, particularly if the lecture lasts for more than 10 or 15 minutes.

Films or Slides. Still or moving pictures with accompanying narration can be effective learning devices. They also can be used for any size audience and in almost any kind of room. The combination of verbal and visual input can greatly increase the amount of information retained, and there are a number of films and slide presentations available on both crime prevention and victim assistance, some of which are especially suitable for elderly audiences. After the showing of a film, a question-and-answer period or some discussion will reinforce the information presented in the film. In fact, discussion guides are often

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* These sections, which duplicate ones in Chapter 13 of the handbook (pages 269-274) are reprinted here for your convenience.

included in the film packages. A list of recommended films and slide presentations on some of the topics in the curriculum is included at the end of the corresponding chapter in the handbook.

Role Playing. A role play is a simulation of a real-life situation. The participants act out the characters who are involved, imitating their attitudes and behavior. Although this technique requires some energy, skill, and preparation time on the part of the instructor, it has several advantages. First, it provides a context for participants to express themselves; it is often less threatening to speak through another character than to speak for oneself. Second, it can sensitize the players to a variety of different attitudes and motivations. By playing a character with a different viewpoint from one's own, a person can develop an understanding and empathy for others. Third, a role play gives the participants an opportunity to practice techniques in a close-to-real-life situation. This greatly facilitates the actual adoption of the techniques in the real world.

Ideally, the instructor will demonstrate a role play with another practiced person in front of the entire group before asking the participants to start. After the demonstration, the instructor explains the process and answers any questions.

Usually, participants choose partners for a role play exercise. Another simple, controlled format to follow for a role play is to break the large group into groups of three: two of three people will be given roles, and the third will be a "witness" who will objectively observe the other two. Following the role play, it is important to involve the whole group in a discussion of what happened. Each triad can take a turn to describe their experience, using the witness as a spokesperson. This discussion allows the entire group to benefit from each other's experience. If time allows, people can switch roles--or switch groups--and repeat the role play exercise.

Although a room where chairs can be rearranged is preferred for this technique, an auditorium can be used if it is not too crowded. It will be important to have plenty of room between groups of three so that people in a group can hear each other without becoming distracted. If the room is too crowded to allow for a role-play exercise, the instructor can ask for two volunteers to do the role play in front of the rest of the group in a "fishbowl" situation. The audience can act as the witness, commenting on what happened. Then, two more volunteers can try it.

Guest Speaker. An outside guest with special expertise, experience, or renown can be invited to give a presentation. Not only does the appearance of a new person hold the participants' attention, but his or her authority can lend credibility to the information. However, the instructor is taking a risk by inviting a guest speaker, temporarily giving up control of both content and class time. Therefore, it is important to interview the guest ahead of time, reviewing the ideas he or she wants to cover in the session, the points needing emphasis, the amount of time allotted, and the arrangements for visual aids.

Small Group Exercise. A large group can be broken down into smaller groups of from three to nine persons in order to accomplish a task, such as solving a hypothetical problem. This is an excellent technique, since smaller groups can have the flexibility and space to get a job done--by actually applying and using what they have learned in a situation which is as close to reality as a classroom can get.

Dividing into small working groups allows all of the students a chance to participate, even with a large class. In addition, shy people may be encouraged to express themselves more freely, without the stress of having to speak in front of a large audience. Small groups often produce quality products, since a sense of competition tends to arise between groups.

There are several difficulties inherent in this technique. First, it requires a room where chairs and tables can be rearranged, or perhaps the availability of several rooms to limit distractions from the other groups. The amount of noise generated by the groups almost necessitates that there be extra space available so that the groups can accomplish their tasks. In addition, it may be difficult for the instructor to keep track of the progress of all groups, since they are all working simultaneously. Thus, the groups are working with little guidance from the instructor, which could lead to tasks going in unintended directions.

Large Group Exercise. There are a number of techniques of a participatory nature which can be used when dealing with large groups, for example:

- Demonstration of topics described in a lesson
- Panel discussion by experts or knowledgeable resource persons
- Brainstorming, using a blackboard or flipchart to elicit answers or suggestions from the group

Choosing a Training Technique

There are a number of criteria to use when selecting the appropriate training technique for a particular lesson. A brief list follows:

- Content. A lesson's content may lend itself to the use of a particular technique. For example, inviting a police officer to give a presentation on home security surveys could add a wealth of practical information to that lesson.
- Physical classroom space (arrangement and size)
- Size of group
- Time frames
- Variety. It can become tiresome if both the instructor and the participants repeat the same techniques; a mix usually ensures greater interest and thus greater retention.
- Resources available
- Educational background of participants

Training Tips

Regardless of the content of a training, certain practical factors must be considered when conducting a class. Below are listed some tips which are recommended by educators working with adults, especially with older adults.

- Recognize and use the students' own areas of knowledge. It is much more effective to draw out information from persons in the classroom than to present that information from "on high."

- Encourage participation by avoiding seizing the floor through long commentaries on students' contributions.

- Handouts are important reaching aids, requiring less notetaking. Thus, participants' attention can be better focused during class. The handouts can serve as accurate references for participants at the end of the course.

- Give homework assignments; they can significantly contribute to the amount of material retained and the extent to which it is applied. Assignments can be discussed in subsequent classes, thus reinforcing previous lessons.

- Give participants an opportunity to take breaks, at least every 90 minutes. Often, it is possible to observe participants' energy levels as clues to the necessity for breaks; reduced participation, lack of eye contact, and talking among students are signs that a break is due.

In conducting classes composed of senior citizens, the following additional tips may prove to be useful:

Interference

- Distractions and noise should be minimized as much as possible.

- An appropriate time for a training should be planned in advance. If it is scheduled too close to another activity, many people may get restless and anxious for the training to conclude.

- An isolated lifestyle can create a need among seniors for more individual attention and participation in the classroom. It is a good idea to include a question-and-answer session at the end of a class. If discussions tend to be too lengthy, it can help to make notes on a student's points on a blackboard or easel. It is then easier to interrupt with the promise that the points will not be forgotten and can be brought up again later.

Lighting

- Any uncontrolled natural light, such as sunlight shining through a big window, can create glare problems for seniors.

- When giving a training in conditions of artificial lighting, older persons will need more light than younger persons for comfortable vision.

- If showing a film or slides, make the room as dark as possible. This will help seniors' visual perceptions.

Temperature

- Older adults find it difficult to adjust to temperature changes. Cool or fluctuating room temperatures are the most uncomfortable.

- Senior citizens are generally comfortable in temperatures that may be considered too warm by younger groups.

Physical Problems

- The site for the training should be convenient both in terms of transportation and access to the room where the training will take place. Sites should be avoided if they would require seniors to climb many steps or do a lot of walking.

- Older adults may experience extreme discomfort if they are forced to sit for an extended period of time. Provide rest breaks about every 30 minutes so they can stretch or use the rest room.

- Student-type chairs can be uncomfortable; tables and comfortable chairs are more conducive to learning.

- Physical tasks will take longer than when working with younger groups. When chairs are to be turned around to watch a film or moved to form small groups, for example, it may take a few minutes for everyone to get settled.

Review of Training Materials: Films, Handouts, Props, etc.

- Many older persons have difficulty seeing details. Thus, it's always a good idea to orally review visual materials [illegible]

- Screen all films for their suitability for persons with visual or auditory handicaps. Vocal quality should be low-pitched, slow, and sufficiently loud. Films should not be longer than about 20 minutes. CJE has included films which it recommends for senior citizens in this guide.

- Handouts should be factual, concise, and brief. Ideally, they should be readable in one sitting. Type size, type style, and spacing should all be selected to promote readability. Colors should provide a strong contrast without being too harsh on the eyes.

Audiovisual Aids

The use of a few simple audiovisual aids can greatly improve a class--keeping participants' attention, and enhancing participants' learning by visually emphasizing the oral content. Descriptions of several audiovisual aids are below:

Flipchart. An easel with a pad of newsprint and several colored markers are valuable instructors' tools. Lists elicited from the class can be written for all to see, and can be saved from one class to the next for reference (an advantage over a blackboard and chalk). Masking tape can be used to affix sheets of newsprint to walls for visibility and accessibility.

Overhead Projector with Transparencies. Charts or special points can be reproduced onto projectable "vu-graphs" or transparencies. Used with a pointer, these projections--perhaps accompanied with an identical handout for the participants--emphasize or make graphic clarification of points in presentations. Overhead projectors as well as screens can be rented by the day. Transparencies can be reused, thus saving the time and energy of rewriting information for classes.

Film Projectors. 16mm film projectors can also be rented by the day with screens, if necessary.

Slide Projectors. Slide projectors with attachable audio-cassette hook-ups automatically synchronize slides with sound; both of these can also be rented with screens.

Displays. Displays can be informative and instructive. Displays of various types of locks are often available from a police department's crime prevention section.

Publications. Samples of publications--though not part of the course--can be perused by participants before, between, or after classes.

Structure of the Course

The lesson plans can fit into a variety of class schedules, each plan being one-and-one-half hours in length. Each lesson plan incorporates a number of training techniques and materials in order to provide a balanced, interesting course. The lesson plans are structured alike, with the following components:

- Title and number.
- Time required.
- Chapter references for corresponding information in the handbook.
- Objectives for instructor - What the participants will cover in the lesson.
- Objectives for participants - What the participants will be able to do as a result of the lesson.
- Method - A summary of the processes to be used in teaching the lesson.
- Training aids - The training materials needed for conducting the lesson, such as a flipchart or film projector.
- Materials - Handouts for participants.

- Comments - Overview of the lesson and how it relates to the rest of the course.

- Lesson outline - A skeleton script, with time requirements for each step. Not intended to be read to a class word for word.

- Instructor guidelines - Instructions and tips for teaching the lesson.

The lesson plans can be modified to suit the circumstances of the particular community where the course is given, such as specific crime rates or services available. One can find out what these circumstances are from police officers, staff of area agencies on aging and senior centers, consumer affairs staff, community organizers, and others. On the other hand, the course outline itself should be usable without modification in any community.

List of Transparencies

Below is a list of all of the charts at the end of each lesson plan from which the instructor can make transparencies, along with the number of the lesson for which they will be used.

		Lesson
1.	Rate of Population Growth*	1
2.	Representation of Females in Older Age Groups*	1
3.	Size of Elderly Households*	1
4.	Victimization Rate of Elderly vs. Others	2
5.	Information Sources	2
6.	Police Offense Reports	2
7.	Other Victimization Surveys or Studies	2
8.	Verbal Communication Skills	12
9.	The Cone of Experience	17
10.	Goal: To Develop a Crime Prevention Training	18

List of Participant Handouts

In addition to the handbook for this course, a number of lessons have additional recommended handouts for participants. These should be duplicated before the class so that each participant will get one.

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*These are not provided in this guide. It is recommended, however, that local data be portrayed visually, either on transparencies or charts.

Note that several handouts require the instructor to fill in telephone numbers of local agencies before duplicating them. The list of handouts is below.

	Lesson	Number Required
1. Course Goal and Objectives	1	1 per person
2. Course Schedule*	1	1 per person
3. Major Elements of the Criminal Justice System	4	1 per person
4. Steps in the Criminal Justice Process	4	1 per person
5. Tips for Home Security for Senior Citizens	7	1 per person
6. Con Games	8	1 per person
7. Tips for Avoiding Con Games & Fraud	8	1 per person
8. Volunteer Attitudes Role Play	11	1 per 5 persons
9. Ineffective Responses of Friends # 1	11	1 per 5 persons
10. Ineffective Responses of Friends # 2	11	1 per 5 persons
11. Ineffective Responses of Friends # 3	11	1 per 5 persons
12. Effective Response	11	1 per 5 persons
13. Case Studies in Anti-Crime Advocacy Techniques	13	1 per person
14. Some Good Advocacy Techniques	13	1 per person
15. Plan for a Comprehensive Crime Prevention Program**	15	1 per person
16. Program Illustrations	15	1 each of 19 pgs. per person
17. Goal: To Develop a Crime Prevention Training	16	1 per person
18. Hypotheticals: Setting Training Objectives	16	1 per person

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*This is not provided in this guide.
**Must be distributed prior to Lesson #15.

	Lesson	Number Required
19. Tips for Conducting Training	17	1 each of 2 pgs. per person
20. Crime Prevention for East Side Seniors	18	1 per person
21. Forms for Planning a Training	18	1 per person
22. Sample Form	18	1 per person
23. Examination	20	1 each of 5 pgs. per person
29. Answer Sheet	20	1 each of 6 pgs per person

Reading and Resources

For additional reading and bibliographic references for this guide, refer to the end of the chapter in the handbook cited in the lesson plan. Each chapter in the handbook lists a number of publications, brochures, and films which may be of interest to instructors and to students.

Lesson Plans

LESSON: Introduction to the Course, with a Sketch of Older Americans

TIME: 90 minutes **This lesson corresponds with Chapters 1&2 in the handbook.**

OBJECTIVES:

In this session, INSTRUCTOR should:

1. Have the participants introduce themselves to the class.
2. Explain basic logistical matters about the course.
3. State the goals of the course.
4. Distribute and review the course's general learning objectives.
5. Discuss the participants' handbook--content and design--and the course schedule.
6. Provide data on the nation's elderly population.
7. Provide data on the local elderly population.
8. Describe the impact of the aging process.

At the end of this session, PARTICIPANTS will be able to:

1. Describe the goal and objectives of the course.
2. Be familiar with the course agenda and handouts.
3. Describe the characteristics of the nation's elderly population.
4. Describe the characteristics of the local elderly population.
5. Describe the impact of the aging process.

METHOD:

- Presentation.
- Large group discussion.

TRAINING AIDS:

- Overhead projector and screen.
- Transparencies:*--Rate of Population Growth
  --Representation of Females in Older Age Groups
  --Size of Elderly Households

*These are not provided, but it is recommended that local data be portrayed visually, either on transparencies or charts.

MATERIALS:

- Effective Responses to the Crime Problem of Older Americans: A Handbook
- Handouts: --Course Goal and Objectives
  --Course Schedule (to be prepared by instructor)

COMMENTS: This first lesson will set the tone for the course. Therefore, it is important to take sufficient time to explain the objectives and course outline, and to create an atmosphere of cooperation by encouraging the maximum amount of student participation.

LESSON OUTLINE	INSTRUCTOR GUIDELINES
(5 min.) Welcome and introductions.	
The goal of this course is:	
• To gain knowledge about the elderly's crime problems and about strategies and techniques for preventing crime, coping with the fear of crime, and assisting victims of crime.	
The basic logistical matters you should be aware of include:	
• Smoking restrictions if any; • Restroom locations; • Whom to notify if any problems arise; • Others specific to your situation.	
(15 min., but varies with size of the class) I have found that by spending some time at the start finding out more about each other, we can work better together to accomplish our objectives.	
I'd like to ask each person to introduce him/herself to the rest of the class, taking about a minute to tell: • Reasons for taking this class.	As they introduce themselves, feel free to ask questions to clarify or expand on what they say.
(10 min.) I am handing out copies of the course objectives. I will read them aloud as you follow along.	Distribute Handout #1. Spend whatever time is necessary at this point to be sure that everyone understands what will be happening and that the participants feel comfortable with the course plan.
(10 min.) Now I will briefly review the design of the participants' handbook and the course schedule, which I am handing out.	Distribute handbooks and schedules. Read portions of the handbook's introduction aloud, and entertain any questions.
(5 min.) The purpose of this session is to acquaint you with the characteristics of the elderly population of this country and this area. Following this, we will briefly review the impact of the aging process on individuals. This review should provide a better understanding of the needs of our elderly and what types of anti-crime	To ensure this lesson's relevance to the class, the instructor should conduct some research ahead of time to obtain the demographics of the local elderly population.

services would be most helpful to them.

We will be looking at the elderly population in terms of demographics first:

- Numbers
- Sex
- Residency
- Income

For your convenience, blanks are provided on pages 3 and 4 of this lesson for local data.

We will then look at the aging process, by examining the health and mental health of the elderly.

(45 min.) Demographic Characteristics of the Elderly

Numbers. There are currently 22 million men and women in the United States who are 65 years of age or older. This means that one out of every 10 persons is a senior citizen. By the year 2000, that will swell to one in eight persons.

In ____(local area)__________, the elderly population is approximately _________, and is projected to be ________ by the year 2000. The increase in this area's elderly population over the years can be seen in this transparency.

Show transparency of Rate of Population Growth and explain any other relevant or interesting aspects.

What does this expansion mean for elderly service-providers?

Get responses to this question from the class.

Sex. The older population in this country is increasingly female dominant. The current ratio is 69 men to 100 women 65 and over; the ratio at age 75 decreases to 56 males to 100 females. In this area, the ratio of males to females is _________.

Show transparency of Representation of Females in Older Age Groups.

Among persons 65 and older, females represent 59 percent; at age 75, 61 percent; and at age 85, 65 percent. Most of the older women are widows, while most elderly men are married.

LESSON OUTLINE | INSTRUCTOR GUIDELINES

The number of single older women is reflected in the sizes of elderly households. Households of two persons decrease in number from ages 65 to 70 and decrease even more from 75 to 80, while households of one increase steadily from 65 years of age on.

Show transparency of Size of Elderly Households in Local Area.

Therefore, we can see how important it is to gear crime prevention information to the needs of elderly women.

Residency. Where do the elderly live? In the United States, two out of three live in metropolitan areas, and one-third of these in central cities within these areas.

In this area . . .

For this reason, crime prevention techniques for the elderly often must be geared to an urban setting.

Income. How do the elderly fare economically? The elderly can be described as a low income group. Because many are on fixed retirement incomes, their income levels are approximately one-half that of the younger population.

Certain subpopulations among the elderly are in worse financial condition. In this country, older blacks have incomes two-thirds that of older white people, and elderly females have incomes only one-half that of elderly males.

Looking at a level of poverty including both the poor and the "near poor," elderly persons comprise 25 percent of the total group. ("Near poor" refers to people living at or below an annual salary which is 125 percent of the official poverty level.)

In this area . . .

These figures are significant in terms of the impact of crime on the elderly, as we will see when we discuss the needs of elderly crime victims.

The Aging Process

Health. More people are living longer, and more persons are reaching the higher age brackets than ever before. These increases in life expectancy, though, are more a reflection of decreased mortality rates among younger age groups than of decreased mortality rates after the age of 65.

The elderly suffer disproportionately from mobility limitations and such limitations are significant in terms of their vulnerability to crime. While most older persons do not have serious mobility restrictions, many are limited in at least one way. Almost 18 percent of the noninstitutionalized elderly have some mobility limitation, compared to less than one percent for people 17 to 44 years old and less than 5 percent for people in the 45 to 64 age group.

Mental Health

Old age is a rich, fulfilling experience for many people who have the resources to enjoy their later years. For others, it can be a very difficult period characterized by stress and strain. For almost all, old age represents dramatic changes in life circumstances; some older people have trouble adjusting to these changes.

Dr. Eric Pfeiffer, a noted geropsychiatrist, described old age as a "season of loss"--meaning that old age for most people means a series of age-related losses: income, status, the loss of one's spouse and companions, and the decline of one's physical and mental powers. For many, these interrelated factors produce a vicious cycle: crises may lead older persons to isolate themselves, yet isolation can lead to increased loneliness and anxiety or depression.

While the majority of elderly people does not develop serious mental problems, an estimated 13 to 15 percent of the elderly population live in what psychiatrists call "conditions conducive to mental illness": poverty and near-poverty, serious physical illness, or social isolation.

LESSON OUTLINE **INSTRUCTOR GUIDELINES**

The aging process, and the physical problems which become more evident in old age, can also lead to mental difficulties. The more frequent chronic conditions and loss of mobility which accompany the later years produce a lack of control over life which many people are not used to. This in turn can lead to more stress and frustration.

Hearing loss, for example, is one physical problem that can lead to depression. Visual loss also can have the same effect. And elderly people feel--and are--more vulnerable to crime when afflicted by sensory losses.

Ten years ago, the American Psychological Association estimated that 15 percent of the elderly population--or three million--required mental health services.

In spite of the mental health needs of the elderly, it has been estimated that about 80 percent of the older persons who need mental health assistance will not receive it.

Since most of those older persons needing aid could be helped by nonintensive or crisis intervention counseling, persons other than mental health workers can help provide such services if they have the necessary knowledge and resources. In fact, if they engage in crime prevention or victim assistance counseling, they will be performing a mental health service by reducing fear and, for victims, by averting a possible crisis.

Most profiles like this of older Americans tend to emphasize the problems which they face, many of which are brought on by radical changes in life circumstances, like retirement, reduced income, loss of status, and the death of a spouse or friends. These problems, however, are only a part of the picture. To concentrate on just them is to fail to recognize that old age is a developmental stage, like all of the stages of life, and for many persons it is a rich, fulfilling time.

What is more, increasing numbers of concerned, active seniors are turning their talents toward working to change some of the attitudes and conditions which make life difficult for older

LESSON OUTLINE | INSTRUCTOR GUIDELINES

persons. These older paid professionals, community volunteers and elderly advocates have begun through "senior power" to make a noticeable difference in assuring that our later years can be lived to their fullest.

In the next two lessons, we will turn from the brief sketch of the major problems which elders face to an examination of one specific problem which is of great concern to them: crime.

Lesson No. 1

Handout #1

COURSE GOAL AND OBJECTIVES

GOAL: To gain knowledge about the elderly's crime problems and about strategies and techniques for preventing crime, coping with the fear of crime, and assisting victims of crime.

OBJECTIVES:

1. To be able to identify the major crime problems of the elderly as a class, including the patterns of crimes being committed against them, the fear of crime, and the consequences of criminal victimization.

2. To be able to recognize the specific needs which result from crimes against our elders, including needs for home improvement measures, personal security advice, information on con games and frauds, and counseling to reduce unrealistic fears and to overcome the psychological effects of victimization.

3. To be able to identify and contact resources which offer crime prevention and victim assistance services to the elderly.

4. To be able to recommend actions that both elderly people themselves and elderly-serving programs can take to decrease the elderly's vulnerability to crime, to reduce their fears, and to improve their chances of overcoming the effects of victimization.

LESSON: Patterns of Crime against the Elderly

TIME: 90 minutes This lesson corresponds with Chapter 3 in the handbook.

OBJECTIVES:

In this session, INSTRUCTOR should:

1. Present national data on patterns of victimization of the elderly.
2. Describe the reasons for conducting a local analysis of crime rates and patterns.
3. Identify sources and types of crime data in the local area.
4. Explore the special vulnerability of the elderly to crime.

At the end of this session, PARTICIPANTS will be able to:

1. Describe the different patterns in national victimization rates between: elderly and nonelderly, elderly men and women, older blacks and older whites, and inner city and other elderly.
2. Give three reasons for conducting a crime analysis in the area.
3. Identify sources of crime data in their area.
4. Describe the kinds of crime data useful for a needs assessment.
5. List 10 ways in which the elderly are vulnerable to crime.

METHOD:

- Presentation.
- Brainstorm.

TRAINING AIDS:

- Flipchart, newsprint, markers, masking tape.
- Overhead projector and screen.
- Transparencies:
  1. Victimization Rate of Elderly vs. Others;
  2. Information Sources;
  3. Police Offense Reports;
  4. Other Victimization Surveys or Studies.

MATERIALS:

COMMENTS: As in the handbook, the problem of crime against the elderly is divided into two parts. This lesson covers the patterns of crime. The next covers the topic of fear of crime and its consequences.

LESSON OUTLINE | **INSTRUCTOR GUIDELINES**

(40 min.) For the past several years, there has been an ongoing debate among academics about whether there really is a sufficiently serious problem of crime against senior citizens to warrant providing them with special services in crime prevention and victim assistance. As a result of this debate, there is a belief in some circles that victimization rates among the elderly are "statistically insignificant."

This issue deserves some scrutiny.

Show transparency "Victimization Rate of Elderly vs. Victimization Rate of Others."

As in most subjects which academics like to debate, though, the subject is somewhat more complicated than first meets the eye. Thus, we will separate it, as does your handbook, into two separate parts. This lesson will discuss the patterns of crime against the elderly. Next week, we will examine their fear of crime and its consequences.

The statistics we are using to describe the patterns of crime are derived not from crimes reported to the police, since almost half of all crimes go unreported, and rates of reporting can vary significantly between different groups in the population, in different locations, and by different types of crimes. Instead, we will use victimization statistics collected by the U.S. Census Bureau as part of the National Crime Survey. NCS surveys annually a representative sample of some 60,000 U.S. households. Victims living in those households report three general categories of crime (both attempted and completed):

- personal crimes of violence, which include rape, robbery and assault (simple and aggravated);
- personal crimes of theft, which include larceny without contact between victim and offender and larceny with contact (purse snatching and pocket picking); and
- household crimes, which include burglary, household larceny and motor vehicle theft.

LESSON OUTLINE | **INSTRUCTOR GUIDELINES**

NCS crime rates are based on the number of crimes per 1,000 persons or households.

Let's look then at what the NCS victimization statistics tell us about various types of crimes against older and younger people in this country, and how they compare.

On this transparency, victimization rates against persons under 65 are indicated by the white bars. As you can see, the most common type of crime against non-elders is household larcency, which occurs at a rate of about 140 crimes per thousand non-elders. The next most common is personal theft, followed by household burglary, violent crimes (assault, robbery, and rape) and auto theft, at a rate of about 22 crimes per thousand.

Patterns against older persons (the striped bars) are somewhat different. Household larcency is again the most common crime, followed very closely by household burglary (at rates of 54 to 58 per thousand elders).

Personal crimes of theft fall third rather than second in frequency for older persons. Violent crimes are fourth in frequency and auto theft is fifth. Thus, the crimes which plague the elderly are most often crimes of property--burglary and household larceny. In the area of personal crimes, theft, which is considered to be a "nonviolent" crime, accounts for about three-fourths of all the personal crimes.

While the patterns of types of crimes which are inflicted on elders and non-elders are somewhat similar, the victimization rates against the different age levels vary significantly. For example, there are nearly five violent crimes against a non-elder for every one committed against a senior citizen. For household crimes, the ratio is somewhat closer: two or three crimes of burglary or larceny for every one committed against an elderly household.

What do these figures signify? Why are victimization rates against senior citizens so much lower than against younger persons?

There are probably a number of reasons for this difference. One factor which probably plays an important role in these low rates is the high fear of crime among older persons, a fear which results in a number of changes in lifestyle to protect themselves from becoming victims. Since they put themselves "at risk" less often, they are less often victimized.

Second, one should appreciate that, even absent the dread of being victimized, the elderly have a lifestyle that is naturally self-protective. They score low in auto theft rates because they less often own cars. They infrequently show up in assault cases since, for many of those who might once have gotten into fights, those days are over. And because they are often living in retirement at home, their houses are less inviting targets for burglars.

Third, and most important, the nationwide figures wash out the major social and geographic distinctions between America's senior citizens. Indeed, when we look at the elderly not as a homogenous group but as a number of different subgroups, some very strong differences in rates of victimization appear. These differences make it clear that not all persons over 65 are "undervictimized."

One important difference in victimization rates is between older men and older women. Overall, older men are more frequently victimized than older women--more than twice as often, in fact. Older urban women, however, are more vulnerable to several types of crime, notably personal theft on the street and burglary or robbery in their homes.

Racial differences in victimization rates also are evident among the elderly. Black senior citizens are victims of violent crimes about twice as often as older white people. By violent crimes I'm speaking of rape, robbery, and assault. For robbery alone, the disparity between races is even greater--two-and-one-half times more frequent for older blacks than for older whites.

Crimes of theft present a more balanced picture between the races. However, older blacks are especially susceptible to personal larceny with contact. Data show that older blacks are victimized by larceny with contact more often than any other age group. And among those 65 years of age and older, blacks are victimized by this kind of crime five times more frequently than whites.

Let's talk briefly about some geographic differences in crimes committed against the elderly. As we have seen, the elderly as a group are not victimized as frequently as other age groups. However, certain older persons are victims more often than their peers who live in other locations; in some locales, older persons are even victimized more frequently than their younger neighbors. These are seniors who reside in the inner cores of the nation's cities. In these areas, deteriorating conditions contribute to high crime rates. Buildings are older and in need of repairs, services have been cut in response to shrinking tax bases, and ethnic and class changes breed suspicion and tension. Nevertheless, the elderly--usually for economic and psychological reasons--tend to stay put in these high-crime enclaves even after their younger neighbors have moved on to safer city neighborhoods or to the suburbs. Because they are so often without family or friends nearby, these older people live somewhat isolated lives. Their isolation makes them more vulnerable to crimes in which offenders prefer picking on a single victim--crimes such as purse snatching and confidence games.

Research has confirmed the predicament of senior citizens living in our major cities. For example, victimization surveys showed that in 1974, the national average for the rate for personal larceny with contact for persons over 65 was 3.4 crimes per thousand older persons. In Boston that same year, however, the rate for older persons was 32 crimes per thousand; in New Orleans it was 20 per thousand. In 21 major cities studied, the rates for personal larceny with contact were all higher than the national average for seniors. Similar statistics are seen in the rates of robbery with injury against seniors; in eight of the 21 cities, the rates of robbery with injury were higher against older persons than they were against younger persons; in eight other cities, the rates of robbery with injury was roughly equal between young and old. And this is in spite of the fact that many of these elderly are living highly restricted life styles.

LESSON OUTLINE	INSTRUCTOR GUIDELINES
These are the patterns of crime against older victims, then. But what kinds of patterns are there among the persons who perpetrate these crimes? Generally, the characteristics of the offenders who victimize senior citizens are similar to those who victimize younger persons with respect to their age, the likelihood they will be armed, or will work in gangs. There are some differences, though. People who commit crimes against the elderly are more likely to be strangers to them, and more likely to be black when the victim is white. And for personal *street* crimes, offenders against older persons are *more* likely to be youths and blacks than are attackers of younger victims.	
Let's pause for a minute. How do you think these factors will influence the victim?	Responses should indicate that victims are more liable to be fearful.
That's right. These factors tend to increase the fear levels of older people. Obviously, strangers pose more of a threat than do people you might be familiar with. And the interracial aspect of many of these crimes would tend to make older urban whites suspicious of all young blacks, and generally increase the level of tension they live with.	
We will be discussing fear levels in the next lesson so you should keep these points in mind for that discussion.	
One other factor in crime patterns against seniors may also contribute to the high fear level and danger felt by seniors. A study which looked at the physical location of crimes discovered that most of the violent crimes committed against the elderly occurred in the victims' homes, a common area of an apartment, or in a yard. Conversely, violent crimes against younger age groups were found to occur more often away from their residences--in the street or commercial buildings.	
How do you think this fact affects the attitudes of potential or actual elderly crime victims?	
Again, it might make then more fearful, since even their homes, which should represent security and safety, are not safe against the dangerous forces out in the street.	

LESSON OUTLINE **INSTRUCTOR GUIDELINES**

Thus, victimization is a real, everyday problem for a great many older persons in this country, expecially older blacks, older men, and residents of our major cities. These elderly are more likely to become crime victims, to be victimized repeatedly, and often by offenders who live in close proximity to them.

(15 min.) We have just seen what the victimization statistics are for the elderly nationally. We have also seen how there are widely different patterns and rates, depending on personal characteristics of the older persons and where they live. Because of these wide differences, it becomes very important to learn about our local crime pattern and rates, and how they compare with the national figures. We will turn now to the important topic of how to learn about local crime patterns. Before we do, though, it's important to see how facts about local crime rates and patterns can help. There are three important purposes these data can serve. They can enable us to:

- be aware of the local factors that influence senior citizens' perceptions about the crime problem in this locality;
- be able to gear an anti-crime strategy to the actual crime conditions of the area;
- be able to give senior citizens a realistic picture of the crime problem, to counter generalized anxiety about it.

The procedure that is followed to determine the local crime rates is called a "crime analysis." A crime analysis can take many forms depending on the amount of time you have to spend and the quality and quantity of crime data available.

The best way is through a victimization survey of a representative sample of households. Since funds are rarely available for such a survey, though, we must turn to other less reliable sources. Three ways to collect information for a crime analysis are included on this transparency. They are:

Show transparency "Information Sources"

1. Review police offense reports;

LESSON OUTLINE

2. Conduct informal surveys of citizens and key persons in the community;
3. Review local criminal justice planning agency reports.

The kind of data that can be obtained from each of these sources is summarized in the next two transparencies.

In a search for sources of information for a crime analysis, resource directories may be helpful. Resource directories can direct you to programs which may be collecting data you will find useful.

(15 min.) Whom would you interview as "key people" in the community?

Remember, the more specific the information you can gather about the crime problem of the elderly

INSTRUCTOR GUIDELINES

Show transparencies, "Police Offense Reports;" and "Other Victimization Surveys or Studies." Explain each.

Write their suggestions on a flipchart. A partial list for your information is below:

KEY COMMUNITY PEOPLE

- Police department officers in the records section or within the precinct area(s) you are serving;
- Detective squads;
- Staff at the District Attorney's Office;
- Directors of senior centers;
- Elder citizens who reside in the areas you will be serving, including those at:
  - senior citizens clubs, and
  - tenant organizations;
- Social service agency staff;
- Local businesses with elderly clientele, e.g., barbers, beauticians, pharmacists.

LESSON OUTLINE | **INSTRUCTOR GUIDELINES**

in your area, the more responsive the services you are developing can be to their needs. City-wide information can be very useful if you're going to do a city-wide campaign. For a particular neighborhood group, however, information about the crime rate in that neighborhood will be much more useful than information about the city as a whole.

(5 min.) In addition to local data on crime patterns, another thing which is important in planning an anti-crime strategy for senior citizens is familiarity with some of the factors which make the elderly vulnerable to crime.

The purpose of this exercise is to go beyond the statistics in the last lesson and sensitize students to what can make older persons vulnerable to crime.

Take a couple of minutes to think about a particular older person that you know, and to get a picture of this person in your mind.

What does the person look like?

Where does the person live?

How does the person get around?

(15 min.) Now name some specific qualities about this elderly person that you have in mind which might make him or her vulnerable to crime. I will write them on the newsprint under the appropriate category.

Write each of these topics on the top of a separate sheet of newsprint and tape each to the wall:

- Physical vulnerability;
- Vulnerability in the home;
- Psychological vulnerability;
- Economic and social characteristics that increase vulnerability.

If certain qualities are not mentioned, ask leading questions.

A sample list is below:

PHYSICAL VULNERABILITY ON THE STREET

- Purse held loosely;
- Checks cashed on predictable days;

(continued)

LESSON OUTLINE

Obviously, not all elderly people possess these characteristics. But when they do, they are in jeopardy of criminal attack. Older persons are very aware of this vulnerability, and it is reflected in their high levels of fear of crime. This topic, and the impact which crime has on their lives, is the subject of our next lesson.

INSTRUCTOR GUIDELINES

- Walking alone;
- Walking unsteadily;
- Appearing drugged, confused;
- Taking public transportation;
- Inability to resist attack.

VULNERABILITY IN THE HOME

- House in disrepair;
- Living alone;
- Poor locks;
- Predictable routines for going out;
- Inability to relocate;
- Transitional, high-crime neighborhood;
- Inability to resist attack.

PSYCHOLOGICAL VULNERABILITY

- The "season of loss;"
- Drugs;
- Fear of crime;
- Fear of retaliation;
- Trusting;
- Gullibility;
- Loneliness;
- Isolation.

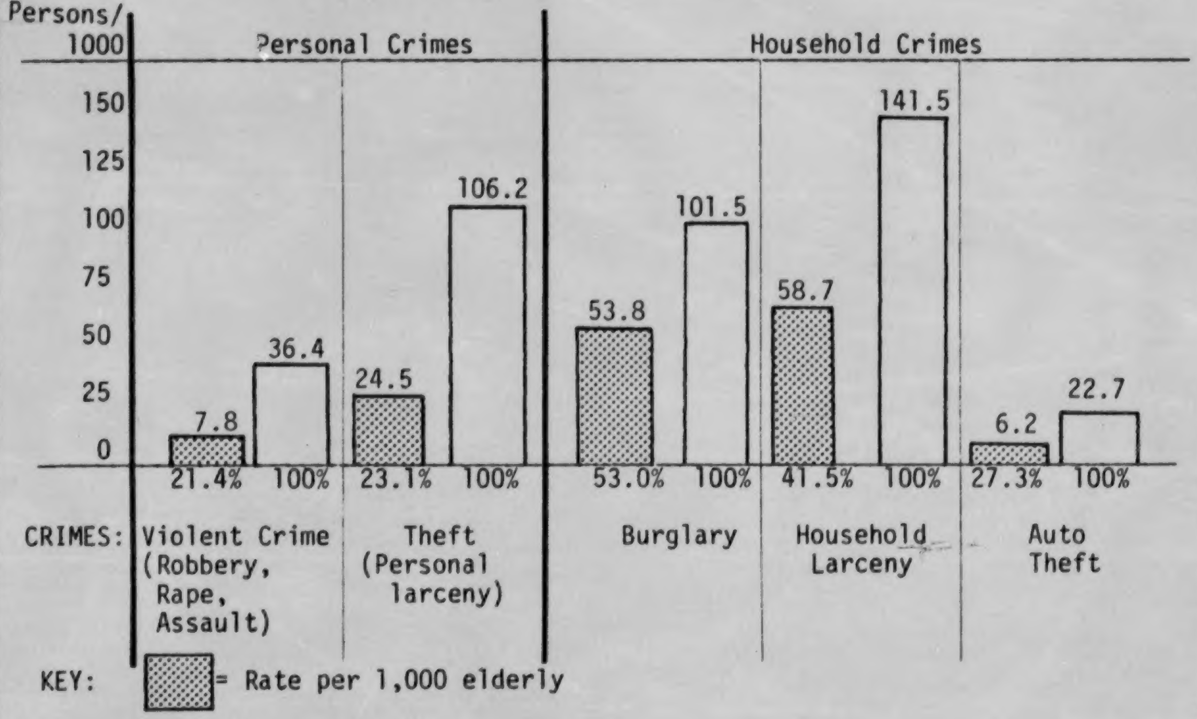
ECONOMIC AND SOCIAL

- Proximity to offenders;
- Low, fixed income;
- Separation from friends, relatives.

Lesson No. 2

Transparency #1

Victimization Rate of Elderly vs. Victimization Rate of Others, 1975



*"Others" describes individuals (personal crime) and heads of households (household crime) ages 12-64.

SOURCE: U.S. Department of Justice, Law Enforcement Assistance Administration, Criminal Victimization in the United States, 1975.

Lesson No. 2

Transparency #2

INFORMATION SOURCES

- REVIEW POLICE OFFENSE REPORTS
- CONDUCT INFORMAL SURVEYS OF CITIZENS AND KEY PERSONS IN THE COMMUNITY
- REVIEW LOCAL CRIMINAL JUSTICE PLANNING AGENCY REPORTS

POLICE OFFENSE REPORTS

- WHAT CRIMES ARE BEING COMMITTED AGAINST SENIORS IN THE AREA? WHICH ARE THE MOST COMMON?

- WHEN ARE THESE CRIMES BEING COMMITTED?

- WHERE ARE CRIMES OCCURRING? ARE THERE ANY REALLY "BAD" BLOCKS? ARE CERTAIN CRIMES MORE PREVALENT IN CERTAIN NEIGHBORHOODS?

- HOW DO CRIMES OCCUR?

Lesson No. 2

Transparency #4

OTHER VICTIMIZATION SURVEYS OR STUDIES

- ARE THE ELDERLY VICTIMIZED MORE OFTEN THAN OTHERS?

- WHICH ELDERLY ARE BEING VICTIMIZED? ARE THE LARGE MAJORITY OF THE VICTIMS WOMEN?

- DO ELDERLY VICTIMS SEEM TO SUFFER DISPROPORTIONATE PHYSICAL HARM?

- IS THE RATE OF CRIME AGAINST THE ELDERLY INCREASING OR DECREASING?

- ARE THERE ANY CLEAR TRENDS AMONG THE VARIOUS TYPES OF CRIMES BEING COMMITTED AGAINST THE ELDERLY?

LESSON: Fear of Crime and Its Consequences

TIME: 90 minutes **This lesson corresponds with Chapter** 4 **in the handbook.**

OBJECTIVES:

In this session, INSTRUCTOR should:

1. Describe the high levels of fear of crime among older persons.
2. Discuss which subgroups of older persons are most fearful.
3. Discuss two common types of behaviors which result from the fear of crime: avoidance behaviors and mobilization behaviors.
4. Lead a group debate about whether fear of crime among the elderly is rational or irrational.
5. Discuss the three types of impacts which victimization has on older persons: economic, physical, and emotional.

At the end of this session, PARTICIPANTS will be able to:

1. Explain the relationship between age and fear of crime.
2. List three subgroups of the elderly who are most afraid of crime.
3. Define avoidance behaviors and mobilization behaviors.
4. Give three reasons why the elderly's fear of crime is rational and three reasons why it is irrational.
5. List the three types of impacts which victimization has on the elderly.

METHOD:

- Presentation.
- Brainstorm.
- Group debate.

TRAINING AIDS:

- Flipchart, newsprint, markers (6 or 8), masking tape.

MATERIALS:

COMMENTS:

(10 min.) In the last lesson, we reviewed the patterns of crime committed against the nation's elderly. Now we will focus on the fear of crime which older persons have, and the impact which both fear and victimization have on senior citizens.

Let's turn first to the problem of fear of crime among the elderly. Most senior citizens have in common a widespread fear of crime, which can play a malignant role in their lives. The extent of this fear was revealed in a nationwide 1975 Louis Harris poll of the elderly. Harris found that crime was the primary concern of older persons, even outranking concerns about health and economic security.

In the interim, inflation has taken its toll. Nonetheless, crime is still one of the most important concerns of older persons. A Louis Harris poll conducted in preparation for the 1981 White House Conference on Aging found that older persons who were asked what the "two or three greatest problems facing the elderly in this country today" listed income and inflationary concerns first; mentioned next most often, though, were "poor, failing health" and "crime, being afraid to go out."

To be published in Louis Harris and Associates, *Aging in the Eighties: America in Transition*, Washington, D.C.: National Council on the Aging, 1982.

Other research has produced equally stark findings. Studies have found that high levels of fear of crime are more frequently reported by, and have a greater effect on the elderly than on other age groups. The victimization surveys we discussed in the last lesson show that there is a direct relationship between increasing age and increasing levels of fear of crime. So do studies by Northwestern and by the National Opinion Research Center.

These concerns about crime are not just limited to those elderly who are most vulnerable to crime either. A recent survey of older persons whose income and education levels were higher than the average senior citizen, and who were predominantly white, was conducted in major East-coast cities. It found a high level of concern about crime, with respondents indicating that they restrict their activities in a number of ways to avoid victimization.

LESSON OUTLINE

These and other research studies make it clear that crime is on the mind of this country's older persons. The extent of their fear is more easily understood when compared with the fear levels exhibited by other age groups. Most surveys show that fear levels go up sharply at the age of 60. Thus, victimization surveys in 1973 and 1974 of 18 major cities indicate that about 32% of persons under 60 reported that they felt "unsafe" on the street alone in their neighborhood at night. In contrast that same response was given by 52% of the respondents over the age of 60. And fear levels continue to rise with increasing age. One study found that the increase in fear levels among persons over 60 is greater than the increases in fear among persons 20-60 years of age.

Given this information, it is clear that anti-crime services must be geared both to the actual crime problem faced by senior citizens and to their perceptions of this problem, so that already high fear levels will not be increased. Particular attention should be given to older seniors who may be almost immobilized by fear and who have turned to avoidance behaviors which restrict the quality of their lives. We will discuss such behaviors in a few minutes.

(15 min.) But first, let's discuss which subgroups among the elderly population are most fearful of crime. Based on your reading and your common sense, which groups of older persons do you think would be among the most fearful?

INSTRUCTOR GUIDELINES

Write answers on the flip chart. They will include:
-blacks
-inner-city residents
-handicapped
-poor
-frail
-women
-isolated or alone

It makes sense that those elderly who are most prone to being victimized and most affected by crime would be the most fearful. Since crimes are more prevalent in cities, especially the inner-city, older persons residing in those neighborhoods are most fearful of crime than are their peers. In fact, the relationship between age and fear of crime increases with the size of the city. And for older persons, the size of a city is a more important factor in their fear of crime than for younger age groups.

Women at all age levels are more fearful about crime than their male counterparts. Why do you think this is so?

Possible reasons include:
- self-perception as weaker and less able to defend themselves
- feel more vulnerable to injury

One factor in increased fear levels among older women is that they are more likely to outlive their husbands and live alone. However, the differences in fear levels among older men and women are not as great as they are at younger age levels. We can only speculate that older men also feel vulnerable to attack as their strength declines with age and their awareness of this vulnerability leads to increased fear.

Some researchers think that the higher fear levels among blacks and the poor may have less to do with race and income than with where they live --often in inner-city neighborhoods or high-crime areas. Moreover, with reduced income comes the inability to take certain precautionary behaviors like buying locks and getting insurance. Lower-income elderly, knowing they cannot afford these security measures,are likely to be more fearful of crime as a result.

Researchers are also beginning to speculate on the role which "social integration" might play in older persons' fears about crime. This term refers to the extent to which a person is integrated--or fits securely--into his or her neighborhood. For instance, are they familiar with the geography and residents? Are there friends or programs they can call for help? Are there places for socialization and recreation? Since these factors should increase one's day-to-day sense of security, it is possible that they might also be related to lower levels of fear of crime. Possible support for this theory is the finding that older persons who own their own homes are less fearful of crime than elders who rent.

Now that we have a better understanding of the elderly's fear of crime, we will turn to what the consequences of crime and fear of crime are on older persons.

LESSON OUTLINE

(20 min.) Overall, we can characterize people's responses to crime and the fear of crime in two different ways: avoidance behaviors and mobilization behaviors.

Avoidance behaviors are those actions people refrain from taking to lessen their chances of victimization. Let's list some of the behaviors we all engage in to avoid victimization, i.e. things you do not do because of the risk of crime.

Researchers have found that the elderly engage in all of these avoidance behaviors and more. For example, many older persons in major cities avoid using public transportation or going on errands after 3:00 p.m.--the time when teenagers get out of school. Other older persons have gone so far as to sell their homes or businesses after being victimized.

Some types of avoidance behaviors can have indirect consequences which are long-lasting and negative. For example, when older persons limit their mobility, they can become more isolated from friends and other sources of support. By limiting the times when they can go out, they may not be able to complete necessary chores like marketing and doctor's visits, which can lead to health problems. And not feeling free to wander in their neighborhoods deprives older persons of one of their easiest and most enjoyable forms of exercise--walking.

Mobilization behaviors are those in which concerns about crime are turned into positive actions to decrease one's vulnerability. For example, in the area of street crimes, we focus on how you can go out safely rather than not going out at all. What are some examples of mobilization behaviors we all engage in to reduce our risks of victimization?

INSTRUCTOR GUIDELINES

List answers on the flip chart. They will include:
- not walking alone after dark
- avoiding bad neighborhoods
- not taking bus after dark
- not hitchhiking
- not opening door to strangers
- not keeping valuables in home.

Write answers on flip chart. They will include:
- go out with a friend or escort
- take a whistle or airhorn
- drive rather than walk
- carry a fake purse or wallet
- put new locks on door and use them
- engrave ID numbers on valuables
- organize a block club.

LESSON OUTLINE	INSTRUCTOR GUIDELINES
The main difference then, between avoidance behaviors and mobilization behaviors is that the latter is something positive which should reduce vulnerability to crime. For older persons, it appears that mobilization behaviors may be effective in decreasing their fear of crime. For example, in one study, older persons who exhibited "territorial marking behavior" like putting up fences and installing door viewers had lower fear levels than those who did not. Crime prevention activities which mobilize citizens, then,are not only of great interest to older persons but can increase their feelings that they have some control over their vulnerability to crime.	
(15 min.) One interesting debate in the research and writing on the problem of crime and the elderly concerns the elderly's fear of crime and whether it is rational or irrational.	
To obtain an appreciation of this debate, I'd like to divide the class into small groups of four or five persons. Please do that now, and appoint a recorder for each of your groups.	Pass out a piece of newsprint and a magic marker to each of the groups.
All right, now the groups in this half of the room will take the viewpoint that the elderly's fear of crime is basically rational and realistic.	
The groups in this half of the room are to take the viewpoint that the elderly's fear of crime is irrational or much higher than it should be, given the facts about victimization rates.	
Each group should try to come up with arguments to support the viewpoint I've assigned to you. The recorder should list these in large print on the sheet of newsprint. Take ten minutes to discuss this subject and then we'll report back to the full group.	Make sure that each group knows which viewpoint they are to reflect. Check with each group to keep the discussion on track. Let them know when two minutes are left.

LESSON OUTLINE	INSTRUCTOR GUIDELINES
(20 min.) All right, let's see what you came up with. First we'll have the reporters from the groups which are arguing that the elderly's fear of crime is irrational. Each recorder should bring their newsprint and report for about 2 minutes.	Arguments could include: -victimization rates are low; -lifestyle does not naturally lead to exposure to risk; -avoidance behaviors lead to even smaller possibility of victimization; -much fear comes from hearing about crime in the media or from other elders; -handicaps like hearing loss can cause generalized anxiety about life; -fear of crime can be a symptom of all the other uncertainties and potential losses faced in old age.
Next let's hear from the groups which are arguing that the fear of crime is basically realistic.	Arguments could include: -compared with how little they go out, crime rates against elders are fairly high; -fear levels correspond fairly closely with crime rates; i.e. most vulnerable are most fearful; -elderly realize that crime might have major impact on their lives, physically, economically, and emotionally. -age-related handicaps, limited income, and "season of loss" does make elders more vulnerable to crime.
(10 min.) Let's turn briefly now to the topic of the impact of crime on the elderly. What happens to those elderly who actually become victims of crime? The elderly are affected by crime in three ways: economically, physically and emotionally.	

LESSON OUTLINE **INSTRUCTOR GUIDELINES**

Economically, the harm which crime inflicts on older persons is fairly easy to document. Twenty dollars stolen from someone on a fixed income represents a much greater loss than the same amount taken from a person with a job. And so while their monetary losses are less than are younger persons', as a percentage of their income, the loss is higher--about 23 percent of the monthly income of older persons on the average. Property losses can also have a proportionally greater impact, since items which are luxuries for younger people--like televisions and radios--can be necessities to senior citizens. Furthermore, their property can have important emotional or sentimental meaning and in a sense be irreplacable even when money is available to do so.

Regarding the physical impact of crime, although older persons are less likely to resist, researchers have found that the elderly are more likely to be injured when attacked, to suffer internal injuries, and to suffer cuts and bruises. In addition, an injury to an older person can take significantly longer to mend.

While the evidence is less tangible regarding crime's emotional impact, the regular strains of the aging process may mean that the elderly are less prepared to cope with the crisis of victimization and the added stress it brings. So in spite of a lifetime of experience in coping with problems, victimization can prove to be a serious emotional problem for a number of older persons, depending on their personal histories, other current stresses they are facing, and the immediate support that is available to them. When a person cannot cope, any one of a number of emotional reactions can appear, including:

-chronic or acute anxiety
-denial that there is a problem
-projection or scapegoating
-withdrawal
-depression
-insomnia
-overcompensation
-alcoholism
-hypochondria
-paranoia
-dependency

LESSON OUTLINE | INSTRUCTOR GUIDELINES

Another type of emotional effect seen in older crime victims is an increase in their already high levels of fear of crime. Without educated support and advice, this increased fear can lead to some of the types of avoidance behavior we discussed. These serve to isolate seniors from each other and needed services, and to severely diminish the quality of their lives.

We've covered now the topics of who the elderly are, and what the patterns of crime against them are, and the consequences of crime and the fear of crime. The remainder of this course will be devoted to what we should know to be able to respond effectively to the problem of crime against the elderly.

LESSON: Overview of the Criminal Justice System

TIME: 90 minutes **This lesson corresponds with Chapter 5 in the handbook.**

OBJECTIVES:

In this session, INSTRUCTOR should:

1. Introduce the purpose and components of the U.S. criminal justice system and the reasons for studying it.
2. Discuss the various "actors" in the major elements of the system.
3. Describe the steps that criminal cases take as they go through the process.
4. Discuss various problems and controversies concerning each of the system's components.
5. Have a guest speaker describe the local criminal justice system and its problems.

At the end of this session, PARTICIPANTS will be able to:

1. List the three components of the criminal justice system.
2. List at least two "actors" in each of these elements of the system: law enforcement, litigants, lawyers, judiciary, corrections, and miscellaneous personnel.
3. List steps that criminal cases take during the law enforcement stage, steps that they go through in the courts, and steps during the corrections stage.
4. List and explain three controversies or problems facing each of the components of the system.

METHOD:

- Presentation.
- Brainstorming.
- Guest speaker.

TRAINING AIDS:

MATERIALS:

- Handouts: 1.--Major Elements of the Criminal Justice Process.
  2.--Steps in the Criminal Justice Process.

COMMENTS: In order to treat the specifics of your local criminal justice system, a guest speaker is helpful. The best source of such a speaker is your local district attorney's office.

LESSON OUTLINE	INSTRUCTOR GUIDELINES
(5 min.) With increased concerns among citizens about the crime problem in this country has come a new focus of debate about our criminal justice system and whether it is functioning as it should to keep crime under control. The term "criminal justice system" refers to a very complicated network of agencies in law enforcement, the courts and corrections. Their overall purpose of these agencies is to enforce the standards of conduct necessary to protect individuals and communities. In 1977, the criminal justice system cost the public $21.5 million to operate and had a workforce of over 1.1 million persons.	From Jan L. Barkas, "Understanding the Criminal Justice System," Public Affairs Pamphlet No. 574, New York: Public Affairs Pamphlets, 1979.
Most citizens have little contact with this system except through the media--until they become victims or witnesses to crime. Then they find themselves on very unfamiliar ground, with an instant need to know about how the system works, and a firsthand view of some of its inefficiencies and inequities. Persons who provide anti-crime services to the elderly should be able to explain this system to their clients. In addition, we need to understand how the system works before we can begin to work for changes which will make it respond more efficiently and fairly to citizens.	
This lesson will present an overview of the criminal justice system, including who the key actors are; how the process works when a criminal law is broken; and some of the major problems facing the actors in the system. We will then have a guest speaker, ____________________________, to tell us about what is going on locally.	
(10 min.) First, let's make sure we are familiar with the people who help make up the criminal justice system. Who are some of these various actors?	List answers on the flipchart. After a few have been listed, distribute Handout #1,"Major Elements of the Criminal Justice System," and go over it.
(35 min.) I will now distribute a handout which depicts the criminal justice process as it is divided into three components: law enforcement, courts, and corrections.	Distribute Handout #2, "Steps in the Criminal Justice Process."

Obviously, for a crime to have occurred, a law must have been broken. Thus the first stage in the process is for our legislatures--state and federal--to determine what behaviors will be considered illegal and codified into laws.

It is important to understand that when someone commits a crime, it is considered a crime against the state, rather than against an individual. Thus it is the state that brings an action against the person accused of committing a criminal act. Criminal acts are divided into two categories--felonies and misdemeanors--depending on the seriousness of the alleged crime. Usually misdemeanors are those less serious crimes which carry a possible penalty of up to one year's imprisonment in jail and a fine.

Law enforcement authorities learn about the great majority of crimes from citizens who report crimes in progress or having occurred or who file formal complaints. Only rarely do the police themselves observe a crime in progress. This is why private citizens are law enforcement's most important ally.

As we move to the law enforcement section of the chart, we see that the police first make an investigation. This may involve interviewing witnesses or the victim, surveying the area, and searching for an alleged perpetrator.

If a police officer apprehends a suspect, he may decide to make an arrest. In some cases, he must first obtain an arrest warrant signed by a judge. However, he may arrest a person without a warrant when he has reasonable grounds to believe that a felony has been committed and that this person committed it, or if the person committed a misdemeanor in his presence.

If the police arrest a suspect, he is brought to the police station for "booking." At this point, paperwork is completed, the suspect's property is taken and held for him, and he is placed in jail. The suspect is allowed to telephone a friend, a relative, or a lawyer.

Soon after the suspect (now called the defendant) is arrested, he must be brought before a magistrate for an "initial appearance." The magistrate will advise the defendant of his legal rights, set bail, and if the defendant cannot obtain counsel, appoint one at the state's expense. Most defendants are released on bail now unless there is reason to believe they will not reappear for later hearings. There is currently some public pressure, though, to change the laws to allow defendants who might present a danger to the community to be denied bail and held in jail until trial.

The court process really commences when a complaint or information is filed. This is a statement of facts about an alleged crime that, when filed with the court, formally charges the suspect of a crime. This is done after the law enforcement agency relays facts about the crime to the district attorney or prosecutor's office. If the prosecutor decides there is enough evidence to justify a charge, they will file the complaint in court. If not, they will not file and will formally drop charges. The cooperation or lack of cooperation by the victim and witnesses to the crime is an essential factor in this decision.

Sometimes there may be enough evidence to believe that the suspect did commit the crime and he may admit the crime. But because the suspect is a first offender and the crime is not a serious one, the prosecutor may determine that the system's resources would be more efficiently utilized if the accused didn't have to appear before a judge in a formal court proceeding. So the case is held open--often for up to six months--if the accused agrees to carry out a plan to help the victim rehabilitate himself. This is called "informal probation."

After the initial appearance in court at the arraignment, in some states the court will hold a preliminary hearing. No preliminary hearings are held for misdemeanor cases. For felonies, preliminary hearings are held within 15 days of the arraignment. The preliminary hearing is a scheduled courtroom event, where testimony is given under oath, and where a judge, the defendant, the defendant's lawyer, the attorney from the prosecutor's office representing the state, and any victim or witness called (or subpoenaed) to testify are present. The purpose of this

LESSON OUTLINE | INSTRUCTOR GUIDELINES

preliminary hearing is to establish whether there is legal "probable cause" to proceed with the case. The two elements of probable cause are: that a crime has been committed; and that there is reason to believe that the defendant committed the crime.

The burden of proof at a preliminary hearing lies with the prosecutor to show probable cause. Usually, the defendant doesn't offer any defense. If the judge decides probable cause is shown, he will rule that the defendant will go to trial. If he determines that probable cause has not been established, the court dismisses the case and the defendant is released. This can also occur if needed witnesses do not appear at the hearing. The defendant may in all cases waive the preliminary hearing and proceed immediately to the trial process.

Some states--most states east of the Mississippi --and the federal system use the grand jury as a regular part of the process of charging a defendant with a crime. The charging grand jury determines probable cause to prosecute by returning what is called a "bill of indictment" submitted to them by the prosecutor as a "true bill." Western states usually charge a defendant by filing an "information," a written accusation of crime prepared and presented by the prosecutor. Informations are also used when the defendant waives his right to a grand jury indictment.

However, not all cases which result in indictments proceed to trial. In fact, between 70 and 95 percent of all criminal cases are settled before trial by a defendant's guilty plea. This doesn't mean the defendant always pleads guilty to the specific offense with which he has been charged. Sometimes, he agrees to plead guilty in return for the prosecutor's agreeing to place a less serious charge (with a less harsh penalty attached) against him. This is called "plea bargaining" and it has received a lot of public attention in the last decade for its controversial aspects.

At the trial, the prosecutor presents the case for the state, trying to prove beyond a reasonable doubt that the defendant did commit the crime with which he has been charged. Naturally, the defendant presents his side through an attorney. It is the defendant's choice as to whether his case will be heard only by a judge or by both a judge and a jury.

If the defendant is found not guilty, he is released. If found guilty, the judge will set a date for sentencing. In the interim period, the local probation department will assess the defendant's potential for rehabilitation and write a pre-sentence investigation report, which includes a sentencing recommendation. At the sentencing hearing, the judge evaluates the recommendation along with other information offered by the prosecutor and the defendant's attorney before deciding on a sentence to impose. The judge may sentence the defendant to pay a fine; to make restitution by payments to the victim or community service; to be released on probation, with conditions attached; or to go to prison. The sentence must always be within limits set by the legislature for the particular crime for which the defendant has been convicted.

If a sentence includes confinement, the person then comes under the jurisdiction of the corrections component of the system. If the defendant is sent to prison, he will either serve out the entire sentence and be released or serve until such time as a parole is granted, meaning that he serves only part of the sentence and is then released in the legal custody of a parole officer. Another alternative to parole is release to a community-based correctional facility such as a half-way house where the offender can work during the day and return to confinement at night.

(20 min.) Now that we've briefly examined the process, let's discuss once again the "actors."

First the police. Clearly, there are a great many myths about police officers. One of them is that they spend almost all their time chasing criminals. In fact, official estimates are that the average police officer spends only about 20 percent of his or her time in crime-related activities. The rest--80 percent--is spent on social service functions. So let's list the major functions of police officers.

List on the flipchart.

Answers will include:

- Pursuing criminals;
- Making arrests;
- Investigating crimes;
- First aid;
- Intervening in family disputes;

(continued)

LESSON OUTLINE	INSTRUCTOR GUIDELINES
	- Providing information; - Counseling; - Patrolling; - Testifying in court; - Doing paperwork.
Now, what are some of the current problems or controversies surrounding policing which citizens feel need some action or change?	Answers will include: - Police discretion in arrests (probable cause); - Insensitive handling of family disputes or victims; - Indiscriminant use of firearms; - Insufficient number for crime control; - Unresponsive to the community (especially minorities) and to social service agencies; - Slow response time, especially in high-crime areas; - Corruption.
Now the courts. We have a general idea of how the court process works from our previous discussion. Now what are some of the problems or controversies which are being discussed?	Answers will include: - Releasing dangerous offenders on bail; - Too much power in the prosecutor, leading to inappropriate use of discretion; - Excessive use of plea bargaining; - Abuses of power by grand juries; - Excessive delays and postponements in trial dates; - Poor treatment of victims and witnesses; - Too lenient sentences; - Variances in sentences; - Excessive use of appeals.

Lesson No. 4
Page No. 8

LESSON OUTLINE	INSTRUCTOR GUIDELINES
Now corrections. From your experience and reading, what are some of the main problems faced by jails and prisons today?	Answers will include: - Overcrowding; - Outdated or dangerous facilities; - Lack of educational/ recreational facilities; - Failure to rehabilitate prisoners ("schools for crime"); - Underpaid, untrained security staff; - Excessive costs for keeping prisoners and for new construction; - Revolving door for habitual offenders.
None of these problems is easy to change. Where they are the result of lack of funds or personnel, citizens can become involved as volunteers with the police, courts, and corrections to improve the way the system responds to its clients. Where changes in laws or agencies are needed, citizens can become advocates for those changes. Future lessons will provide ideas for specific ways to become advocates for needed changes.	
(20 min.) We have taken a general look at criminal justice processes in the United States. In order to deal specifically with the process in this area, I have invited a guest speaker from ______________________ who will speak on the local criminal justice system--its components, problems and trends.	

Lesson No. 4

Handout # 1

Major Elements of the Criminal Justice System

Law enforcement
Arresting officers
Investigators
Crime lab technicians
Forensic units
Photographers
Artists
Civilian employees

Litigants
Federal or state governments
Defendants
Witnesses
Victims

Lawyers
District attorneys
Public prosecutors
Defense attorneys
  (private lawyers and
  public defenders)
Legal researchers
Investigators

Judiciary
Judges
Jurors
Court administrators
Court security workers
Court stenographers/reporters
Bailiffs
Clerks
Bail bondspersons
Probation officers
Pretrial diversion personnel

Corrections
Correctional officers (guards)
Wardens and superintendents
Parole boards
Parole officers
Correctional counselors
Prisons
Jails
Juvenile institutions
Adult and juvenile
  detention facilities
Institutional medical staff
Reform schools
Rehabilitation centers
Penologists
Ex-offender programs
Halfway houses (prerelease and
  postrelease residential
  treatment centers)

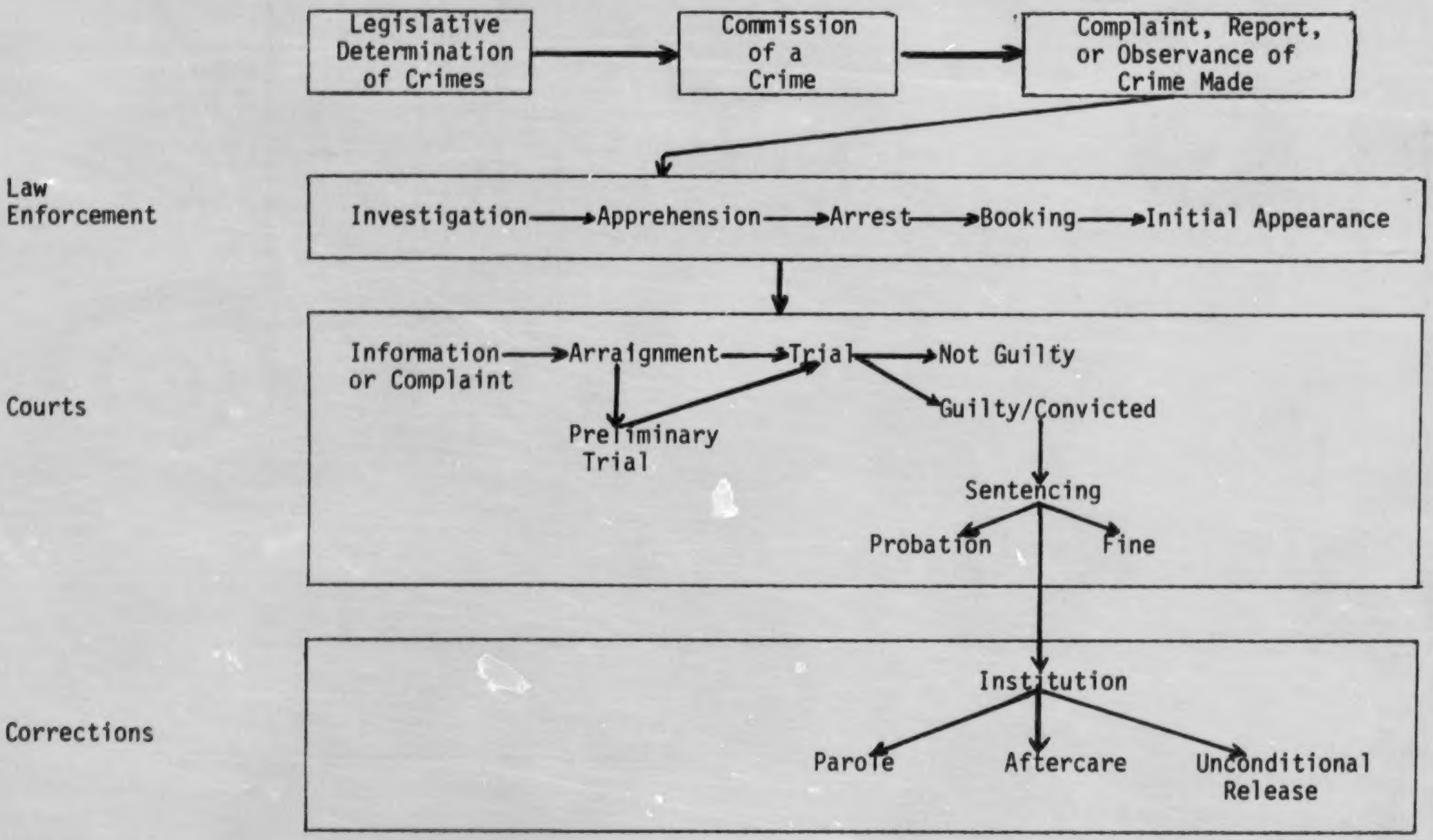
Miscellaneous personnel
Medical examiners (coroners)
Social workers
Clerical workers
Counseling services
Psychiatrists
Psychologists
Physicians
Criminologists
Criminal justice personnel
  (public and private agencies)
Volunteers
Victim/witness programs
Victim compensation boards

From Barkas, J.L., "Understanding the Criminal Justice System," New York: Public Affairs Pamphlets, 1979.

Lesson No. 4

Handout #2

STEPS IN THE CRIMINAL JUSTICE PROCESS


Legislative Determination of Crimes
Commission of a Crime
Complaint, Report, or Observance of Crime Made
Law Enforcement
Investigation
Apprehension
Arrest
Booking
Initial Appearance
Courts
Information or Complaint
Arraignment
Trial
Not Guilty
Guilty/Convicted
Preliminary Trial
Sentencing
Probation
Fine
Corrections
Institution
Parole
Aftercare
Unconditional Release

LESSON: Introduction to Crime Prevention and Victim Assistance

TIME: 90 minutes **This lesson corresponds with Chapter** 5 **in the handbook.**

OBJECTIVES:

In this session, INSTRUCTOR should:

1. Define crime prevention.
2. Describe crime prevention activities for senior citizens.
3. Provide the purpose and reasons for victim assistance.
4. Describe the needs of older crime victims following a crime.

At the end of this session, PARTICIPANTS will be able to:

1. Define crime prevention and victim assistance.
2. List 10 crime prevention techniques which can be used to help senior citizens.
3. List 10 needs of elderly crime victims.

METHOD:

- Presentation.
- Brainstorming.
- Film or Slide Show.

TRAINING AIDS:

- Flipchart, newsprint, markers, masking tape.
- Slide presentation--"Outsmarting Crime: An Older Person's Guide to Safer Living," available from Harper and Row Media, Hagerstown, MD, with slide projector, cassette recorder, and screen; or
- Film--"Fighting Crime: We Can Do It," available from MTI Teleprograms, Northbrook, IL, with film projector and screen.

MATERIALS:

COMMENTS: The first part of this lesson on crime prevention introduces materials which will be expanded upon in much greater detail in lessons 6, 7, 8, and 9. The second part on victim assistance is introductory to a more intensive treatment of this topic in lessons 10, 11, and 12.

Lesson No. 5
Page No. 2

LESSON OUTLINE	INSTRUCTOR GUIDELINES
(5 min.) In general, there are two basic ways in which citizens can respond to the crime problems of our elders. They are crime prevention and victim assistance.	
I will begin by describing what we mean by crime prevention.	
Crime prevention is the practice of spotting criminal opportunities and then doing something to reduce or eliminate them in a common sense way.	Write this definition on the flipchart.
Some kinds of crime prevention techniques have been shown by projects to work especially well with older persons, and others may be counterproductive.	
(25 min.) We are about to see a slide presentation entitled "Outsmarting Crime: An Older Person's Guide to Safer Living." It is an example of the kinds of audiovisual tools available to teach crime prevention to the elderly. This one is a particularly clear presentation of good crime prevention attitudes and advice.	"Fighting Crime: We Can Do It" can be substituted here, if desired. Show the slides.
(5 min.) What were your impressions of the slide show?	Discuss the slide show with the students.
(15 min.) Based on this presentation and what you already know, let's write some potential crime prevention activities for senior citizens on the flipchart.	Use a brainstorming exercise to elicit the list from students. Activities you can include on the list are: - Operation Identification; - Home security surveys; - Hardware installations; - Environmental design; - Whistles/air horns; (continued)

LESSON OUTLINE	INSTRUCTOR GUIDELINES
	- Court monitoring; - Organization of Neighborhood Watch groups; - Organization of tenant or block patrols; - Escort services; - Telephone assurance; - "Buddy buzzer" systems; - Crime prevention education; - Group shopping; - Direct deposit.
(5 min.) Unfortunately, the practice of crime prevention doesn't always work. When it doesn't, it is important to try to help seniors who have become victims to meet their crime-related needs. This leads us to the second general category of services we will discuss today-victim assistance.	
The purpose of victim assistance is to assist elderly crime victims in: recovering from the emotional impact of crime; helping them obtain financial reparations for losses caused by crime; providing services which they need to return to a pre-crime state of well-being; and making it as easy as possible to participate in the criminal justice process. Thus, victim assistance includes a full array of services--emotional, financial, and physical.	
(15 min.) Why is victim assistance needed? Doesn't the criminal justice system look after the needs of crime victims?	
Overall, the answer to this question is no. Traditionally, the criminal justice system has focused all of its resources on guaranteeing the rights of the offender, and the victim's rights and requirements have been all but ignored.	
To make sure that we understand the disparity with which the criminal justice system treats offenders and victims, I will write the stages of the criminal justice process on the board. For each stage, you suggest several ways in which the offender is given better treatment by the system than is the victim.	This exercise is based on Figure 5.1 (page 81) in the handbook entitled "The Criminal Injustice System." The various stages in the process which should be listed on the board are:

Lesson No. 5
Page No. 4

LESSON OUTLINE	INSTRUCTOR GUIDELINES
	- Arrest - Pre-trial - Sentencing - Sentence - Post release. Various "justices" and "injustices" are listed under these headings in the Figure in the handbook.
(15 min.) Let's discuss the kinds of needs which elderly crime victims may have. As you suggest them, I'll write them on the flipchart.	Again, use a brainstorming session to come up with this list. Examples of answers you will get include: - Crisis counseling; - Other supportive counseling; - Victim compensation assistance; - Replacement of lost documents and keys; - Medical assistance; - Legal assistance; - Food; - Clothing; - Housing; - Replacement of Social Security, other checks; - Transportation/escort; - Financial aid; - Homemaking services.
(5 min.) Appropriate, well-timed assistance can be invaluable to elderly crime victims, who frequently are not given such help by the police, social service agencies, or friends and relatives. This neglect is usually due to a lack of familiarity with the impact of crime on seniors, the stages of stress which follow a victimization, or with basic victim assistance skills. All of these topics will be covered in later lessons in the course.	

Lesson No. 6
Page No. 1

LESSON: Preventing Street Crime Against Elders

TIME: 90 minutes — **This lesson corresponds with Chapter** 6 **in the handbook.**

OBJECTIVES:

In this session, INSTRUCTOR should:

1. Define the various types of street crimes.
2. Explore the concept of "muggability" and how that might apply to senior citizens.
3. Show and discuss a film giving street safety tips.
4. Discuss, using a guest speaker, the types of community programs which can be implemented to prevent street crimes against older persons.

At the end of this session, PARTICIPANTS will be able to:

1. List and define four types of street crimes.
2. Identify criminal opportunities for muggers, pursesnatchers, pickpockets, etc.
3. List six safety tips for seniors to use on the street.
4. Describe several alternative community programs which can be mounted to combat street crimes against the elderly.

METHOD:

- Brainstorming.
- Guest speaker and/or film.
- Demonstration.

TRAINING AIDS:

- Blackboard and chalk, or flipchart, newsprint, markers, tape.
- Film, such as "Walk Without Fear," available from Sid Davis Productions, Los Angeles, with film projector and screen.
- Guest speaker, such as a banking representative from the neighborhood to discuss Direct Deposit or a representative of the local police department or office on aging to discuss program(s) designed to reduce street crime against the elderly.

MATERIALS:

COMMENTS:

(10 min.) This lesson will pursue the topic of street crimes against the elderly and how seniors can reduce their chances of being victimized by such crimes.

As we saw in an earlier lesson, older persons are much less likely to be victims of personal crimes overall than are younger people. Nonetheless, it is common for senior citizens to be very fearful of street crime. The most common reaction they have to these fears is to restrict their activities, especially after dark. But there are other ways to prevent street crimes, as we shall see.

Before we go into these techniques, though, let's first define which crimes fall under the category of street crimes.

Personal larceny means taking cash or property by stealth. It can occur with contact (as in purse snatching or pocket picking) or without contact (as in stealing a coat from a restaurant). This is the most common street crime against senior citizens, and the only crime in which senior citizens are victimized at a higher rate than younger persons.

Assault means doing physical harm to someone, and can either be termed aggravated (with a weapon or resulting in serious injury) or simple (no weapon, and the injury is minor).

A street crime is classified as a robbery when there is personal contact and the property is taken by force or threat of force. Mugging is a common name for a street robbery. A push-in robbery is one in which the victim is outside his home and is forced to enter it, and then is robbed.

Rape is forced intercourse committed without the woman's consent. Although it is rarely committed against older persons, it is a crime which is highly feared by older women.

While senior citizens are less often victims of personal crimes, does this also mean that they are less vulnerable to these crimes? This question of vulnerability is one we will now turn to.

LESSON OUTLINE | **INSTRUCTOR GUIDELINES**

(5 min.) Recently, some criminologists have developed the concept of "muggability," i.e. what are some of the factors that make a person especially vulnerable to street crimes.

To explore that, let's see what it's like to look at the world through the eyes of a mugger. Can I have a woman volunteer? Please come up to the front of the room and bring whatever things you brought to class.

Ask the volunteer to bring her purse, her coat, and her other belongings.

(15 min.) Will the volunteer please walk around the room several times just as if she were walking to the grocery store?

Will the rest of the class pretend that you are muggers looking for a target? Look at this volunteer through the eyes of a mugger.

What things about this person would be attractive to a potential mugger?

List these on the blackboard or flipchart. If the class is unresponsive, ask leading questions to elicit their responses.

Perhaps this person wasn't the perfect target. As muggers, what other kinds of traits would we be looking for?

Responses you are seeking include:

- Too tense
- Too loose
- Unsure of self
- Walks too slowly
- Out alone on the street
- Swings purse
- Holds purse very tightly
- Unsteady gait.

It is interesting to notice how many of the traits we've listed can also be associated with the normal aging process (e.g. slow, unsteady walk), or can come as a result of medicines which older persons take for chronic illnesses like high blood pressure or arthritis. For many older persons, then, their "muggability" quotient is very high.

(5 min.) As we already stated, the response of many older persons to crime on the streets is to

Lesson No. 6

Page No. 4

LESSON OUTLINE	INSTRUCTOR GUIDELINES
avoid these dangers by staying at home a great deal of the time. Because this type of behavior can greatly diminish the quality of their lives, we are looking for advice we can give our elders which will enable them to continue to live active lives without becoming prey to muggers.	
(20 min.) I am going to show a film now which provides a number of street safety tips for seniors. It is entitled "Walk Without Fear" and is recommended for use with senior citizens.	Show the film.
(10 min.) What did you think of the film? Did you think that any of the tips were controversial, and should receive some discussion when the film is used with a group of senior citizens?	Discuss some of the recent findings on whether or not it is wise to resist when robbed or assaulted. (See Chapter 6, pages 112-114 in the handbook).
(10 min.) In addition to individual crime prevention tips, senior citizens can be helped by a number of types of programs which can be set up to prevent street crimes. From your reading and experience, what types of programs are there?	Responses to this question should include: - Direct deposit; - Escort programs; - Safe corridors; - Citizen patrols; - Special police patrols; - Neighborhood whistle or shriek alarm programs; - Education through the media and senior centers; - Police decoy units.
(15 min.) Today, we have a guest speaker from one of these programs to tell you about how their services work, and what other kinds of services are available in this area. I'd like to introduce . . .	

Lesson No. 7
Page No. 1

LESSON: Preventing Residential Crimes Against Elders

TIME: 90 minutes **This lesson corresponds with Chapter 7 in the handbook.**

OBJECTIVES:

In this session, INSTRUCTOR should:

1. Define the types of household crimes.
2. Explore how older persons are vulnerable to household crimes.
3. List some common invitations to burglars.
4. Show a film which reviews basic home security tips.
5. Have a representative from the local law enforcement agency speak about local resources for improving home security for senior citizens.
6. Discuss specific considerations to keep in mind in target hardening programs aimed at senior citizens.

At the end of this session, PARTICIPANTS will be able to:

1. Identify security problems in seniors' homes.
2. Identify appropriate resources for a home security check, for free or discount hardware, for Operation Identification, and be able to refer seniors to such resources, if necessary.
3. Offer seniors tips for preventing residential crimes and personal crimes committed in the home.

METHOD:

- Brainstorming.
- Film.
- Guest speaker.

TRAINING AIDS:

- Film, such as "Invitations to Burglary," which presents home security tips for seniors, and is available from Aptos Films, Hollywood, CA.
- Film projector and screen.
- Flipchart, markers, newsprint, masking tape.
- Guest speaker from the local law enforcement agency.

MATERIALS:

- Handout--Tips for Home Security for Senior Citizens.

COMMENTS: You will need to interview your guest speaker ahead of time to elicit the information for the handout on local home security resources for senior citizens. Many law enforcement agencies also have free literature on home security which they can distribute to your class.

LESSON OUTLINE | **INSTRUCTOR GUIDELINES**

(10 min.) In terms of sheer numbers, residential crimes are a greater problem for senior citizens than are street crimes. As you will recall, while there are about eight violent crimes and 24 personal larcenies per 1,000 older persons every year, the rate per thousand annually for burglaries and larcenies is 50 and 58 respectively. Thus, while older persons may fear street crimes to a greater extent, their risk of becoming victims of household crimes is much greater.

In this lesson, we will discuss the elderly's vulnerability to household crimes--how to recognize problems, what types of solutions are available, and how to direct seniors to appropriate resources to improve the security of their homes or apartments.

But first, let's define what we're talking about when we refer to household crimes. In general, these are crimes in which there is no personal confrontation between the offender and the victim. There are three types of household crimes.

Burglary occurs when someone enters a home or structure without the consent of the owner or occupier. Even if nothing is taken, and even if the entry is not made by force, it is still a burglary.

Household larceny is theft of property from the home or its surrounding areas by someone who has a right to be on the premises.

Auto theft is the stealing or unauthorized use of a motor vehicle. Older persons are less victimized by this crime than younger persons because they have lower rates of car ownership.

(10 min.) It might be useful to inquire now, as we did with street crimes, whether there are certain age-related characteristics which might make older persons particularly vulnerable to household crimes. Thinking about the characteristics of older persons, which ones might be related to the incidence of victimization by burglars?

As responses are given, write them on the flipchart. Answers you should receive are:

- Live in inner-city, high-crime neighborhoods;

(continued)

LESSON OUTLINE	INSTRUCTOR GUIDELINES
	- 3/4 own homes, many in poor repair; - Low income prohibits repairs and security devices.
It is interesting to note the absence of two characteristics on this list: decreased mobility and fear of crime. Some criminologists believe that these are two reasons why burglary rates against older persons' homes are as low as they are (about half of the burglary rate against younger persons). Burglars are seeking unoccupied homes and apartments. And because older persons are more often at home. due to physical reasons or because they are afraid to go out, their homes may be less inviting targets.	
(10 min.) The word "inviting" leads us to our next topic, which is called "invitations" to burglary. The use of this word is significant--since more than half of the burglaries that are committed are unforced. Not only are doors left unlocked, they are often left open--inviting strangers to come in.	
What are some other ways that people invite burglars?	Make a list of the participants' suggestions on the flipchart. Some answers you will receive are: - Open door; - Unlocked door; - Single woman's name on mailbox; - Tall shrubbery around doors and windows; - "Hidden" keys; - Piled up newspapers; - Piled up mail; - Opening doors to strangers; - Open garages; - "Buzzing in" people to apartment buildings without asking for identification; - Unlocked apartment lobby door; - All lights off at night; - Publication of trips in local papers.

Lesson No. 7
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LESSON OUTLINE	INSTRUCTOR GUIDELINES
(5 min.) Our list of invitations can be divided into two types of problems: hardware and "software." The hardware security problems can be solved through acquiring and installing appropriate locks, doors, windows, and frames and by making an unoccupied home look occupied.	
The "software" problems are attitude problems. Many people--and not just senior citizens--are gullible and trusting, or are just not aware of the opportunities their home presents to burglars.	
(25 min.) I'd like to turn now to some ways in which citizens can protect themselves from household crimes. I'm going to show a film entitled "Invitations to Burglary" which will give a number of tips in this respect.	Show the film.
(20 min.) As you can see from the film, avoiding residential crimes requires some very specialized knowledge about locks, hardware and other "target hardening" techniques. In most large communities in this country, the police department has persons who have been trained in this speciality and are available to provide needed services to senior citizens and others on what they should do.	
Today we have a representative from the ________________ Police Department who will speak to us about what types of services and programs they are sponsoring to combat burglaries, and what other resources are available locally to help.	
Thank you, ________________. I'm handing out a list which summarizes some of the local resources you've learned about.	Distribute Handout "Tips for Home Security for Senior Citizens" with information filled in on local resources.
(10 min.) Before we finish today, I'd like for us to discuss some of the special considerations to keep in mind in target hardening programs aimed at senior citizens.	The reason for this discussion is to emphasize that any changes to an older person's home need to take into account: • That education might be needed to change some firm habits;

LESSON OUTLINE	INSTRUCTOR GUIDELINES

- That locks and hardware need to be easy to operate for persons with any physical handicaps.

- That a security survey by itself, without any provision for follow-up help in acquiring or installing hardware, can serve to increase the already high levels of fear of crime.

- That locks and hardware by themselves can lead to a feeling that the person is safe only at home (the "fortress mentality") which can further diminish their quality of life.

- That target hardening should be connected with other types of "surveillance" and community activities to be most effective, both in preventing household crimes and in bettering the lives of seniors.

Lesson No. 7

Handout #1

TIPS FOR HOME SECURITY FOR SENIOR CITIZENS

1. Have a home security check, and then follow its advice.

   The number to arrange a security check is ______________________________.

   The person you should ask for is ____.

   Free or discount hardware is available through __________________________

   ____.

   The person you should ask for is ____.

2. Operation Identification is available through ___________________________

   ____.

3. Know your neighbors and their phone numbers.

4. Report suspicious activity to the police, by calling this number ______.

5. Never open the door to strangers. Use a peephole to check their identification, and, if still in doubt, call their company to see if they are legitimate.

6. If you hear someone enter your home, try to leave without being noticed.

7. If you arrive home and notice the house may have been burglarized, do not go in. Go to a neighbor's house to call the police, and wait for them to arrive.

Lesson No. 8
Page No. 1

LESSON: Preventing Consumer Fraud and Con Games

TIME: 90 minutes **This lesson corresponds with Chapter** 8 **in the handbook.**

OBJECTIVES:

In this session, INSTRUCTOR should:

1. Define what is meant by consumer fraud and con games.
2. Explore age-related characteristics which might make older persons vulnerable to them.
3. Show a film and provide handouts which give tips to prevent con games.
4. Discuss which types of fraud are most often directed against seniors.
5. Have a guest speaker describe local activities to combat consumer fraud and where victims should turn for help.
6. Describe actions citizens can take against con games and fraudulent practices.

At the end of this session, PARTICIPANTS will be able to:

1. Describe two typical con games.
2. List six types of frauds which are often perpetrated against older persons, and why they are vulnerable to each.
3. Inform seniors of ways to prevent becoming victims of con games and consumer fraud.
4. Refer seniors to local consumer protection agencies and legal services.
5. Describe two ways citizens can actively work to prevent consumer fraud and con games.

METHOD:

- Brainstorming.
- Film.
- Guest speaker.

TRAINING AIDS:

- Film, such as "The Bunco Boys" (available from MTI Teleprograms, 3710 Commercial Avenue, Northbrook, IL 60062, 800-323-5343).
- Guest speaker, such as representative from the Consumer Protection or the District Attorney's office.
- Film projector and screen.

MATERIALS:

- Handouts: -Con Games
  -Tips for Avoiding Con Games and Fraud

COMMENTS: You will need to do some research locally to fill in Handout #2 with the telephone numbers for reporting possible fraudulent activity.

LESSON OUTLINE

(10 min.) Today we are going to move from crimes in which victims have their property removed without their consent to crimes in which victims willingly give over money or property because they have been persuaded to do so. These crimes, which include consumer fraud and con games, rely on a fundamental weakness in all of us--the wish to get something for nothing, or at the very least, to get a "bargain."

We will discuss two general types of fraudulent activities.

Consumer fraud is an illegal transaction between someone with a legitimate professional or business identity and a citizen. Examples of types of consumer fraud are overcharging, false or misleading claims, or failure to deliver goods or services.

Con games are similarly illegal, but perpetrated by nonlegitimate persons, who use their powers of persuasion to swindle people. Some con games have been around for decades and yet continue to pull in new victims daily; others are invented to take advantage of new fads or interests and require considerable detective work before they are uncovered and the public can be warned of them.

(10 min.) There is some debate now among criminologists about whether or not older persons are overvictimized by consumer fraud and con games. Clearly, we are all susceptible to the clever among the confidence artists. It is likely, though, that older persons may be conned more often in certain types of schemes because of some age-related characteristics. And so once again, as we did with street and residential crimes, let's think again about what demographic factors among the elderly might make them especially vulnerable to fradulent salesmen or hucksters.

Let's first look at con games, which are swindles based on first gaining the confidence of the

INSTRUCTOR GUIDELINES

Write the responses on the flipchart. Answers you should receive include:

- Live alone and lonely;
- Own homes in need of repair;
- Chronic illnesses which have no cures;
- Restricted mobility;
- "Season of loss."

LESSON OUTLINE	INSTRUCTOR GUIDELINES
victims--hence, the names "confidence" or "con" games. Unfortunately, con artists are shrewd, creating new schemes just as consumer advocates and law enforcement people are catching on to the old ones. It is important to inform seniors about the latest cons and to provide them with general principles to follow so that they can avoid being tricked--even by schemes they have not been warned against.	
(20 min.) There are several classic con games which are geared to elderly people. They are depicted in this film, entitled "The Bunco Boys."	Show the film.
(10 min.) Let's review the most important tips for avoiding con games such as the ones depicted in the film.	Distribute the handouts and lead a discussion.
(10 min.) In addition to the swindles of con artists, the elderly are also prey to consumer fraud. Looking at this list of age-related characteristics we devised, what types of frauds would be most likely directed at older persons:	Write on the flipchart. The list should include: - Hearing aids; - Home repair rackets; - Land sales; - Medical quackery; - Insurance frauds; - Work at home; - Charities; - Lonely hearts clubs; - Funeral practices; - Door-to-door and mail schemes.
(20 min.) We have invited a guest speaker to give us a presentation on what kinds of activities are going on locally to combat consumer fraud and con games and where victims should turn for help. Let me introduce ____________________ ________________________________.	
(10 min.) Thank you, ________________________.	
Our speaker has addressed some of the official approaches which are being used locally against consumer fraud and con games. In addition, there are other kinds of activities which organized groups of citizens can sponsor that are useful in supplementing these official approaches.	

LESSON OUTLINE | INSTRUCTOR GUIDELINES

One of the most common, and perhaps most needed, is consumer education, not only about potential fraudulent activities, but also about good consumer buying practices. This education can be provided by aging-related agencies, professionals like doctors, ministers, nurses, and social workers, and by community organizations.

New fraudulent practices and confidence schemes have much less of a chance of succeeding if citizens are alerted to them as soon as they are discovered. Citizen groups can successfully sponsor ongoing campaigns to alert the media to current fraudulent practices based on information they receive from the agencies policing these practices.

In certain industries in which abuses have been frequent,groups of consumers have been successful in lobbying local, state and national legislatures to pass laws which regulate these abuses. If certain fraudulent practices are clearly a problem here, this type of advocacy for better legislation can do much to assure that our local law enforcement agency can put a stop to them.

Lesson No. 8

Handout #1

CON GAMES

Do you remember the old schemes which were used to swindle money and other valuables from many, many people? Don't laugh, some of these old schemes are still around and in many cases, an older person is the victim.

All confidence games, bunco games, and other forms of fraud have one purpose — to take someone's money. All the schemes take advantage of a person's desire to get something for nothing.

The two most common types of street fraud are described below. The schemes may vary from time to time, but the result is the same — you lose money.

THE PIGEON DROP

A stranger, often a woman, starts a conversation with you **on the street.** After she has gained your confidence, another person appears with a large amount of money in an envelope, saying the money has just been found.

The question of what to do with the money is answered by one of the strangers. She says that she works for a reputable businessman and will ask him what to do.

The stranger leaves, then returns shortly saying that her boss suggests dividing the money equally between you and the strangers. **The stranger's boss will also have suggested that each of you must put up some money in good faith to get a share of the found money?!!**

The second stranger then leaves and returns shortly, saying she gave her share of the money to the other stranger's boss.

They instruct you to go to your bank and withdraw **cash**. One of the strangers takes your money to the businessman. She returns and tells you that your money is being counted and you should go to the businessman's office to get your share.

You follow directions to the office, only to find a vacant lot or some other fictitious address. You return to the location where you talked with the strangers. Surprise! They are gone and so is your money.

THE BANK EXAMINER

A person usually calls you on the phone and identifies himself as a police or bank official. The person tells you that your account is among several being investigated for unusual withdrawals. The investigation is centering on a dishonest bank employee.

You are asked to go to the bank and withdraw money from a certain teller. You are further instructed to put the money in an envelope and give it to the bank examiner when he approaches you in or near the bank.

The bank examiner quickly shows you some phony identification, even a fake badge, and takes your money telling you it will be redeposited and that you can check your account in a few days.

You return to the bank in a few days to check your account.

Surprise! The bank does not show anything irregular about your account and the bank does not know of an investigation similar to the one you describe.

There are NO circumstances under which the Police Department or any other legitimate authority will ask you to withdraw any money from a bank or other financial institution.

From "Outsmarting Crime: An Older Person's Guide to Safer Living," Olympia: Washington State Crime Watch, 1978.

Lesson No. 8

Handout #2

TIPS TO GIVE SENIORS FOR AVOIDING CON GAMES AND FRAUD

1. Don't sign anything without reading it or understanding it.
2. Never open the door to strangers. Use a peephole to check their appearance and, if still in doubt, check their identification and call their company to see if they are legitimate.
3. Don't reveal any information about yourself or your finances to a stranger, either in person or over the phone.
4. Don't withdraw cash from the bank at the suggestion of strangers, no matter how friendly they seem.
5. Don't expect something for nothing--especially if it seems like an opportunity to leave a larger inheritance for your family or in some other way looks like a free gift that you can pass on to others.
6. Call the police if you become a victim or if you are approached with a suspicious proposition.

IMPORTANT phone numbers are:

Police Fraud Unit ______________________

Consumer Protection Agency ______________

Legal Aid ____________________________

Better Business Bureau _________________

District Attorney's Office ______________

Lesson No. 9
Page No. 1

LESSON: Community Crime Prevention

TIME: 90 minutes   This lesson corresponds with Chapter 9 in the handbook.

OBJECTIVES:

In this session, INSTRUCTOR should:

1. Discuss reasons for using community organizing as a method to combat crime.
2. Discuss reasons why seniors should become involved in community crime prevention.
3. Use a film or guest speaker to describe the types of community crime prevention activities that are possible.
4. Identify and discuss how to use local organizations to engage in neighborhood organizing activities.
5. Have participants do a role play of various attitudes about community organizing.

At the end of this session, PARTICIPANTS will be able to:

1. Describe at least three reasons for using community organizing as a method to combat crime.
2. List two reasons why seniors should become involved in community crime prevention.
3. Identify, locate, and use local organizations which will engage in neighborhood organizing activities.
4. Identify several common points of view which people have regarding becoming involved in community crime prevention projects.

METHOD:

- Presentation
- Film.
- Guest speaker.
- Brainstorming.
- Roleplay.

TRAINING AIDS:

- Film projector and screen.
- Film--either "Not a Weapon or a Star" (MTI Teleprograms, 3710 Commercial Avenue, Northbrook, IL 60062, 800-323-5343) or "Whose Neighborhood is This?" (also MTI Teleprograms) or;
- Guest speaker, preferably an area neighborhood organizer.
- Flipchart, newsprint, markers, masking tape.

MATERIALS:

COMMENTS:

(15 min.) Thus far, most of the anti-crime techniques we have examined are ways in which individuals can combat crime on their own. In this lesson, activities which involve citizens working together to prevent crime will be presented.

An interesting possibility--that it is citizens, not the police, who have the best potential as crime fighters--is gaining ever-increasing support. There are at least five basic reasons why collective action in residential areas is a compelling approach to crime prevention. These reasons can be useful in convincing others of the value of the community approach to crime prevention. There is no need to take notes here. Most of this information is contained in the handbook on pages 176-178.

1. Because crime is more than an individual's problem.

   - A crime-and-housing-values study indicated that when there is crime in a neighborhood (say, the size of a census tract), the value of every house in that neighborhood is depressed ($533 for every one percent of residential burglary in a year and $172 for each incident of vandalism per 1,000 population in a year).

   - Therefore, while you may never have been a victim of either of these crimes, you are being affected if you live in a neighborhood where crime is occurring. Even though property values are going up, they're not going up as much as they could in neighborhoods with high percentages of crime.

   - Crime attracts crime; if offenders get the impression that an area is "easy pickings," they'll spread the word. When that happens, the negative counsequences are hardly confined to housing values.

2. Because it's too big a job to tackle alone.

   - One person can't do it alone (just as the police can't do it alone); it's a task that requires many watchful eyes, much cooperation, and a shared sense of protectiveness.

- An individual tackling the crime problem alone often means that the individual will "target harden" his home; while good security is important, even essential, if that is all that is done, an individual can become further isolated and afraid (and the elderly are often already isolated and very fearful.) And meanwhile, the area outside one's home becomes a more risky, unpleasant environment.

- Locks, even good ones, only delay an offender who is determined and skillful enough to get in. Even the best security can be defeated if the offender is given enough time and enough privacy. But good security can deter and delay an offender long enough for watchful neighbors to call the police.

3. Because there is strength in numbers and two heads are better than one.

   - If people learn that others share the same problems and fears, they can put their heads together to solve them. There are many ideas and many talents in a block that can be used in solving common problems.

   - The task of implementing can be shared and the burden can be lightened.

   - One of the reasons people don't report crimes is that they fear retaliation. But if several people are involved in reporting a crime (or at least support the individual doing the reporting) there are a number of people against whom the offender must retaliate, and that deters him from trying to frighten any of them. An individual's fear can be lessened by group support.

4. Because people need to be brought out of isolation.

   - Individuals in isolation cannot do much to prevent crime.

   - In isolation, people have lost their freedom of movement, they have given up control of their neighborhood to whoever wants to take control. Those who want to take control are aware of their power over isolated individuals.

- Out of isolation, people can begin to take control, to cooperate, to feel part of something, to make new friends, and to increase their own sense of security and well-being.

5. Because police cannot do the job alone.

    - As crime has increased, citizens have demanded more police protection. While budgets for police departments have increased to the point where they, on the average, account for 70 percent of the budget of the criminal justice system, there are still only a few police officers for every 1,000 citizens. They cannot be expected to enforce all laws and to guarantee citizen protection.

    - We cannot afford to have a police officer on every street corner. And even if we could, it is not clear that a police officer would be better able to discover a crime in progress on a block than an alert neighbor who knows what is usual and unusual on a block.

    - Involvement of citizens is essential to support and supplement police activities. Without cooperation from citizens--taking responsibility for security of their own property, providing natural surveillance of neighbors' property, reporting unusual behavior or activity to police, etc.--police have little chance of having an impact on crime. Practically every police officer is dependent on ordinary citizens--victims and witnesses--to help him find the law-violators he arrests. A key to effective law enforcement is the ability of citizens to do their part, and their willingness to do so.

This text is excerpted from "Block Club Organizing for Crime Prevention," Minneapolis: MN Crime Prevention Center, 1978.

LESSON OUTLINE	INSTRUCTOR GUIDELINES
(5 min.) Speaking specifically about senior citizens now, there are two main reasons they should be encouraged to become involved in community crime prevention activities: 1. Increased cohesion among generations in a neighborhood can not only lead to fewer crimes, it can also serve to decrease older persons' feelings of isolation and high levels of fear of crime. 2. Senior citizens can be important assets to a community crime prevention program, because they are often home during the day, can volunteer time, and often know the neighborhood better than other residents do.	
(30 min.) We will now explore the types of community crime prevention activities that are possible.	Show the film, "Not A Weapon or A Star," or "Whose Neighborhood is This?"; or introduce the guest speaker. The speaker should emphasize the types of community crime prevention activities that are possible, including anecdotal examples of communities where these strategies have worked and the impact they have made. You should cover these types of activities: - Block clubs; - Neighborhood Watch; - Street or apartment patrols; - Tenant lobby patrols; - Whistle distribution; - Escort services; - Court monitoring.
(15 min.) Let's think for a minute about this community. If you were going to start a community crime prevention program, what types of community resources could you turn to for help and support?	Write these on a blackboard or flipchart. Some answers you will receive are:

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Page No. 6

LESSON OUTLINE

(5 min.) As we become involved in organizing communities around the issue of crime, we encounter many kinds of resistance from people in the community. One form is people's reluctance to cooperate with police officers. Another is their desire to remain anonymous, and their fear that the neighbors will then turn around and rip them off.

Let's try doing a roleplay of a typical situation that we might encounter. Will everyone pick a partner? One person in each pair will be an area police officer who is trying to involve citizens in a neighborhood watch club. The other person will be a resident of the area. The citizen complains and complains about the crime problem and the terrible service that the police department gives. The police officer explains and explains about long hours, paperwork, small staff, and tries to show why the citizen should get involved. They cannot agree.

(5 min.) Start the roleplay.

(5 min.) Okay, keep the same partner, but switch roles. The police officer becomes the citizen; the citizen becomes the police officer.

Start the roleplay.

(10 min.) Let's come back into the full group to discuss what happened. What kinds of complaints did the police officers have? What kinds of complaints came from the citizens? How can their points of view be resolved?

INSTRUCTOR GUIDELINES

- Senior clubs
- Civic associations
- PTAs
- Scouts
- YM/YWCA
- Jewish Community Centers
- Churches
- Recreation centers
- Schools
- Hospitals.

LESSON: Victimization and Its Aftermath - The Victim in Crisis

TIME: 90 minutes **This lesson corresponds with Chapter** 10 **in the handbook.**

OBJECTIVES:

In this session, INSTRUCTOR should:

1. Summarize the concept of "crisis."
2. Show the film "Someone Else's Crisis."
3. Describe the phases of crisis, and give participants an opportunity to identify phases from victims' comments.
4. Review key points about the victim's susceptibility to be helped or harmed and the positive consequences which can flow from a crisis.

At the end of this session, PARTICIPANTS will be able to:

1. Define "crisis."
2. Identify the stages of stress victims experience and their symptoms.
3. Recognize the positive consequences which can flow from a victim's crisis condition.

METHOD:

- Presentation.
- Film.
- Exercise.

TRAINING AIDS:

- Flipchart, newsprint, markers, masking tape.
- Film, "Someone Else's Crisis" (available from Motorola Teleprograms, Inc., Northbrook, IL).
- Projector and screen.

MATERIALS:

COMMENTS: This lesson is the first of three (lessons 10, 11, and 12) which cover areas related to the overall topic of victim assistance. An introduction to this topic was provided in Lesson #5.

LESSON OUTLINE	INSTRUCTOR GUIDELINES
(10 min.) The concept of crisis applies to any situation in which someone is "upset in a steady state." Obviously, we do not have to become crime victims in order to enter a period of crisis. Any traumatic event may propel a person into crisis.	
However, the severity of a crisis reaction will vary from one person to the next, depending upon the person's own coping abilities and, very often, upon the person's situation right after the crisis-provoking event occurs.	
Probably the two most significant attributes of such an event are its suddenness and its randomness. How often have we asked, "Why me?" or "Why us?" when something terrible happens? For some reason we need to find an explanation for the event, not realizing that frequently none exists. In our search for reasons, too often we end up blaming ourselves and feeling guilty for what happened.	
(30 min.) To illustrate the variety of situations which can provoke crisis reactions--and the various forms of response--we will see a film called "Someone Else's Crisis." This film, while directed at police officers, enables us to empathize more completely with the emotional state of crime victims.	Show the film.
(20 min.) People undergoing a crisis react in such common, predictable ways that professionals have been able to classify these reactions into phases.	
One psychiatrist who has worked with victims, Martin Symonds, describes four phases which most victims in crisis go through. I will describe them to you now.	As you describe each phase, list it on the flipchart. The Acute Phase 1. Shock and disbelief; 2. Pseudo-calm, detached behavior.

LESSON OUTLINE

**Four Phases of Response to a Crisis.

No matter whether victims of crime have no contact with the criminals, as in a burglary, or whether they have prolonged contact, as in a rape, they all generally go through four phases of response.

The first two phases form the acute response to sudden, unexpected violence. The first phase is the immediate response to the event, and consists of shock, disbelief, and denial. In this phase there is a temporary paralysis of action, and often, a temporary denial of sensory impressions. When denial is overwhelmed by reality, victims enter the second phase.

In the second phase, victims develop "frozen fright," which is terror-induced, pseudocalm, detached behavior. This behavior appears to include ingratiating, cooperative, and voluntary acts--all of them instinctive survival techniques which may work to good effect, but which the victim is usually ashamed of later.

This shame, the injury to one's pride, often gives rise to the delayed responses that occur long after the third stage, a period of traumatic depression. In this phase, the victim experiences circular bouts of apathy, anger, resentment, constipated rage, insomnia, startled reactions, and replay of the traumatic event through dreams, fantasies, and nightmares. Beneath this distress is the memory that the victim was under the control of the criminal (or his house was taken over by the criminal); not only was that momentary loss of control frightening, but the victim's later discovery that he cannot gain control over his emotions now sometimes causes him to panic--"I'm going crazy."

Whereas in the first two phases victims primarily respond to the experience of victimization as a perceived threat to their lives, in the third

INSTRUCTOR GUIDELINES

The Post-Acute Phase

3. Circular anger and depression (I am stupid);
4. Resolution.

**This material is excerpted from Martin Symonds, "The 'Second Injury' to Victims," Evaluation and Change, (Special Issue on Services for Survivors,) Minneapolis, MN: The Program Evaluation Resource Center, 1980 phase--long after the act is completed and the criminal gone--victims react and review the experience more as if it had been primarily a threat to their pride. They continually replay the scenario of the crime, asking themselves, "Why did it happen to me?" They increase their distress by adding, "I should have done this, I could have done that, it was my fault . . ." In this phase of self-recrimination (which also can be called the "I-am-stupid" phase), the victims usually don't know that it is normal, healthy, and predictable for an individual who experiences a sudden and unexpected violent act, especially if it is accompanied by dramatic acts of threats to life, to become terrified--to freeze, submit, or run--that is, to not outwit and subdue the criminal.

In phase three, the individual's personality traits again exert an influence on the individual's behavior. Those persons who were excessively love-oriented and dependent on others seem to be more prone to develop depressive behavior. Their fears increase, phobic responses develop, and they often form hostile, dependent relationships with family and friends--suspiciously testing if their world is trustworthy once again. Those persons who were predominantly freedom-oriented or detached from others, or those who were power-oriented and aggressive, tend to intensify these characteristics of their prior behavior. They may become more removed from others, develop reclusive behavior and "short fuse" irritability.

During the third phase, victims feel angry at being victimized and seek to blame someone for their unfortunate experience. They are merciless with themselves at the beginning of the phase--repetitively reviewing their own behavior as stupid --but their retroflexive anger also makes them unusually sensitive to the behavior and attitudes of others.

The fourth and final phase is reached by victims who are able to resolve their unfortunate experience and integrate it into their behavior and lifestyle. There is further development of more efficient defensive-alert patterns, and sometimes a noticeable revision of the person's values and attitudes concerning individuals and groups. Some victims never make these final adjustments, and typically suffer from chronic depression and fearfulness.

LESSON OUTLINE	INSTRUCTOR GUIDELINES
(15 min.) Victims have often tried to describe their experiences following a crime. I am going to read a number of such descriptions to you now, as they were actually stated by the victims. After I read each one, tell me what phase of crisis the victim seems to be experiencing and why.	These can be typed on a handout for participants. These personal experiences of victims are taken from J. L. Barkas, We Are All Victims, New York: Charles Scribner's Sons, 1978; and Morton Bard and Dawn Sangrey, The Crime Victim's Book, New York: Basic Books, 1979.
1. "I couldn't believe it. It was something that doesn't happen to you. I mean you think it won't happen to you. I felt elated because I had escaped death, since I thought I was going to be killed. It seemed like nothing important anymore."--robbery victim	Recalling Phase 1 experience
2. "The outrage is uncontrollable. I have fantasies about running into them on the street and them not seeing me and just killing them."--robbery victim	Phase 3.
3. "I was not careful enough because I had left the window open . . . I hadn't bothered to put locks on the windows . . . My guess is that (the unlocked window) was a pretty open invitation to this guy. My lack of caution had a lot to do with the fact that my apartment was burglarized."--burglary victim	Phase 3
4. "I realized the neighborhood might be dangerous but I didn't have the money to pay for a taxi. I took a chance and I got caught. I knew I shouldn't have done it."--pursesnatch victim	Phase 3
5. "I was not aware of the world the way I am now . . . I've become wise and wary in a very oppressive way."--mugging victim	Phase 4 . . .?
6. "Ill never forget that odor. I still have problems today--two years later--over that blood-soaked apartment . . . I'm also more	

afraid; I won't even get into an elevator with a man."--sister of a murder victim

Phase 3

7. "I didn't even realize what was happening. When I got home, I looked down, the whole front of my coat was ripped from knife slashes and I didn't even know it . . ."--mugging victim

Recalling Phase 1

8. "My first impression, 'I'll really have to start making the bed in the morning. This place looks like hell.' Then I noticed all the pillow stuffing was on the floor, and that something had to be wrong. But it took me a good 10 minutes to realize what had happened because you don't think it is happening to you."--burglary victim

Phase 1

(15 min.) In considering the concept of the crisis which many crime victims--old and young--undergo, it is necessary to remember that the term "crisis" itself is often used in a rather loose way, covering a variety of meanings.

Usually, "crisis"--especially in the context of a sudden, arbitrary event--tends to carry with it a purely negative connotation, representing a burden or load under which a person either survives or "cracks." However, a state of crisis can also be thought of as having growth-promoting potential. It has been described as a catalyst that disturbs old habits, evokes new responses, and becomes a major factor in charting new developments.

From E. Volkhardt, ed., Social Behavior and Personality Contributions of W. I. Thomas to Theory and Social Research, New York: Social Research Council, 1951, pp. 12-14.

In this sense, a crisis can be seen as a call to new action. As one psychiatrist has put it: "The challenge it provokes may bring forth new coping mechanisms which serve to strengthen the individual's adaptive capacity and thereby, in general, to raise his level of mental health."

From Lydia Rapoport, "The State of Crisis: Some Theoretical Considerations," The Social Service Review, Vol. 36, No. 2, 1962

In this regard, it is important to remember that the senior citizen in crisis--whether that crisis emanates from a crime or another event--is more susceptible to the influence of "significant others" in his or her social sphere. In fact, the degree of helping activity by a friend or professional need not be high. Researchers have found that a little help, rationally directed and well-focused at a strategic time after the crisis-provoking event. can be more effective

LESSON OUTLINE | INSTRUCTOR GUIDELINES

than more extensive help given during a period of less emotional accessibility.

Conversely, the wrong advice or assistance--help which can produce guilt feelings or self-blame--can have a damaging effect if delivered during this period of emotional vulnerability. Unfortunately, very frequently, such advice is given by well-meaning friends and relatives.

Therefore, it is very important for elderly crime victims to receive appropriate, well-timed assistance. Frequently, they are not given such assistance by friends, the police, or social service programs. This lack of aid is usually due to an unfamiliarity with the impact of crime on older persons, with their needs, or with basic victim assistance skills.

Thus, in the next class, we will address the needs of elderly crime victims. Following that, we will look at how to provide counseling services to victims and to other older persons in need of emotional first-aid.

Lesson No. 11
Page No. 1

LESSON: Meeting the Needs of Elderly Crime Victims

TIME: 90 minutes This lesson corresponds with Chapter 11 in the handbook.

OBJECTIVES:

In this session, INSTRUCTOR should:

1. Review the purposes of victim assistance.
2. Discuss the needs of older victims for assistance.
3. Identify community resources for meeting these needs.
4. Review students' personal experiences with reactions to victimization.
5. Describe the "second injury" to victims.
6. Explore various tendencies toward inappropriate responses to victims of crime.

At the end of this session, PARTICIPANTS will be able to:

1. Define victim assistance.
2. List 10 needs of older crime victims.
3. Identify places in the community where those needs could be met.
4. Recognize typical reactions people exhibit to the plight of a crime victim.
5. Define the "second injury" to crime victims.

METHOD:

- Presentation.
- Brainstorm.
- Partner exercise.
- Role play.

TRAINING AIDS:

MATERIALS:

- Handouts of five different roles for role play--the victim, rescuer, hostile helper, helpless helper, and effective volunteer. (One each for each group of five.)

COMMENTS: This lesson is the second of three (lessons 10, 11, and 12) which cover areas related to the overall topic of victim assistance. An introduction to this topic was provided in Lesson #5.

(5 min.) In an earlier lesson, we discussed the impact of crime on older persons. We said that crime has economic, physical, and psychological consequences for many older victims. Today, we will discuss the provision of assistance to older victims--what help they need and where they can obtain it. We will also go into what types of psychological help appears to be counterproductive to older victims.

Generally, the purposes of victim assistance are to:

1. Assist elderly victims in recovering from the emotional impact of crime;
2. Help them obtain financial reparations for losses caused by crime;
3. Provide services which they need to return to at least their pre-crime state of well-being; and
4. Make it as easy as possible for them to participate in the criminal justice process.

(10 min.) Let's discuss the kinds of needs that crime victims have. As you suggest them, I'll write them on the flipchart. Remember that we are thinking in terms of economic, physical, psychological, and criminal-justice-related needs.

Examples of answers you will receive are:

- Food;
- Shelter;
- Money;
- Replacement of lost property;
- Replacement of lost documents;
- Hospital care;
- Other medical assistance;
- Transportation;
- Clothing;
- Home repair;
- Help in relocating;
- Homemaking assistance;
- Legal aid;
- Crisis counseling;
- Long-term counseling
- Information on their case and the criminal justice process.

(10 min.) The next obvious subject to consider is the identity of places in the community where this assistance can be obtained by victims--either by themselves or with the aid of an

LESSON OUTLINE	INSTRUCTOR GUIDELINES
advocate or other helper. To make it easier, let's divide these resources into ones which meet a victim's economic, physical, psychological and criminal-justice-related needs.	Write the four headings across the top of four pages of newsprint. Answers you may receive include: Economic - State victim compensation fund; - Religious charities; - Friends/relatives; - Social Security office; - Service/fraternal organizations. Physical - Hospitals or clinics; - Rape crisis center - Domestic violence shelter; - Homemaker services; - Visiting nurse program; - Transportation program; - Meals-On-Wheels; - Senior companion program. Psychological - Crisis hotlines; - Community mental health centers; - Churches/synagogues; - Rape crisis centers; - Local elderly affairs offices; - Senior citizen centers; - Other victim programs. Criminal Justice - Police department; - District Attorney's office; - Legal Aid Society; - Local elderly affairs office; - Victim assistance programs.

(5 min.) One of the most important factors in responding to the needs of an older victim is whether they receive the kind of emotional support they need to pass through the phases of crisis to the fourth phase where the crisis is resolved and the victim can resume a normal life. Very few communities have adequate professional services to provide for meeting this need. However, as we pointed out in the previous lesson, effective crisis counselors need not be professional social workers or psychologists. Certain persons who by nature are empathetic and perceptive can be enormously helpful. On the other hand, without training, nonprofessional counselors react in ways which are inappropriate or even counterproductive to the victim's well-being.

(10 min.) Let's explore some typical reactions which persons have to the victimization of a friend or relative. Pick a partner to discuss some questions with them.

The questions are:

Have you ever been victimized or known someone who was a victim?

What were your (or his or her) feelings at the time?

What kind of reactions did you (he or she) get from the people who learned about it?

How do you feel about it now?

Okay, begin to discuss these questions with your partner. Each person should take about three minutes.

(5 min.) Let's come back to the full group. What did you learn?

Students will describe some typical reactions to victimization.

(15 min.) Much of what you have just described--well-meaning but harmful advice and feedback from friends and relatives--has been termed the "second injury" to the victim.

Martin Symonds describes it in this way:

LESSON OUTLINE | **INSTRUCTOR GUIDELINES**

After the criminal is gone, the need of victims to reduce their feelings of helplessness is often shown in their dealing with emergency personnel such as the police. The victims, who are still in a passive state, often have silent expectations that emergency personnel will reduce their feelings of dependent helplessness. Because emergency personnel are unaware of these silent demands--or unable to deal with them--this lays the groundwork for the "second injury."

Essentially, the second injury is the victim's perceived rejection by--and lack of expected support from--the community, agencies, and society in general, as well as family or friends. This second injury often follows any sudden, unexpected helplessness.

Victims' misperception of both the behavior and attitudes of police and other service personnel is often heightened by the emotional insulation that such professionals develop in order to function without distress in a very stressful occupation. Yet persons who have just been subjected to a terrifying experience such as victimization want someone to nurture and comfort them. Many emergency personnel do nurture and comfort victims, and are remembered in a positive manner for doing so. Some emergency personnel, on the other hand, provide for the victim in an excessively detached, impersonal manner, and are remembered negatively by the victim. In the latter case, the experience offers victims a scapegoat for their bottled-up feelings of anger and resentment that couldn't be expressed to the now-anonymous criminal; without fear of retaliation they freely express these feelings to recognizable figures of authority.

A second source of injury to the victim is the blaming-the-victim phenomenon: "Lady, you call that a door lock?" asks the police officer. "Mom, I told you to move out of that neighborhood," says the adult-aged child. The instinct to shun the victim--as if he is carrying an infectious disease--is another way people deal with the evidence that they too are vulnerable to harm.

This material is excerpted from Martin Symonds, "The 'Second Injury' to Victims," Evaluation and Change (Special Issue on Services for Survivors), Minneapolis, MN: The Program Evaluation Resource Center, 1980.

However, before we blame the victim's second injury entirely on the behavior of emergency personnel, family, friends, and neighbors, we must recognize that victims' own reaction to their rejected silent appeals of helplessness is only one aspect of the second injury. The more significant factor contributing to and producing the second injury is victims' reaction to feelings of powerlessness brought about by the criminal.

This frequent theme--that someone has to pay, the need for reparation--seems to be essential to the development of the second injury. The criminal perpetrator of the original misfortune is gone. Even if he were to be caught, tried, sentenced, and imprisoned, this wouldn't completely satisfy victims' injured pride.

Thus, social service representatives who come in contact with victims--in their homes or elsewhere --can contribute greatly to victims' recovery if they know what to do. They can help by: focusing on reducing the victim's self-blame and restoring feelings of power the criminal took away; and helping the victim's "significant others" to respond in similar ways. These techniques can be learned by staff, volunteers, or paraprofessionals from various senior-serving agencies.

(20 min) Let's try a roleplay to see the tendencies we all have to feel angry, helpless, or to rescue when confronted by a person with a serious problem.

From Marjorie Susman and Carol Holt Vittert, Building a Solution: A Practical Guide for Establishing Crime Victim Service Agencies, St. Louis, MO: National Council of Jewish Women, 1980.

We need to divide into groups of five, with each person taking one role. The roleplay is something like a free-for-all in which the various players interject their reactions in response to the victim's. The roleplay itself should be extemporaneous.

Give each person in a team a different handout of a role to play.

Okay, read your parts. In a couple of minutes, the person who is the victim will tell what happened. Your friends will respond to you as you tell what happened.

LESSON OUTLINE	INSTRUCTOR GUIDELINES
	After 10-15 minutes, bring the small groups back into the full session.
(10 min.) Will the person who was the victim in each group please describe his or her emotions when confronted with each of the responses?	The rescuer frustrates by pitying; the hostile helper reinforces the victim's guilt; the helpless helper adds to the victim's confusion; the effective friend actually helps.
This lesson should have given you a number of ideas about what kinds of reactions are not helpful with older crime victims. Our next lesson, on communicating with older individuals, will emphasize the positive--what types of responses are most useful in counseling older crime victims and other older persons who have problems.	

Lesson No. 11

Handout #1

VOLUNTEER ATTITUDES ROLE PLAY

VICTIM: Jan

You are a 19 year old girl in junior college. You have gone out to dinner in the city with a girl friend and were robbed and assaulted. You are very upset and want to talk to your friends about it the next day. Here is what happened. Repeat it in your own words as if it happened to you as you talk to your friends. Your friends will respond to you as you relate what happened:

I was getting out of the car with my friend, Pat. We were walking to the restaurant and suddenly two men jumped out in front of us. One had a gun. They asked for our purses. Pat gave hers to them. I said no. I don't know why. I just refused. He tried to grab it and I pushed him and yelled. One ran away. The other hit me and pushed me down. The gun went off. He ran away, too. They jumped a fence. I was screaming and shaking. Pat helped me up. Someone went inside and called the police. Suddenly they were there. One stayed with Pat and me. Others went looking for the men. They said we had to go downtown with them. It was Pat's birthday. We were going to celebrate. It was all messed up. I was shaking and hysterical. I still shake thinking about it. What if the gun had hit me? Why did I resist? I never thought I would before, and there I did it. My mother came. She went down to the station with me. She kept asking, "Why did it happen?"; "Why wasn't I sensible like Pat?" She was hysterical. The policeman was nice. He said it would be okay. They caught the guys. They had a line-up. I was sure of one of them, not positive about the other. Pat wants to prosecute. The police want us to prosecute. I don't know, though. I just want to forget about it. I don't want to think about it or be reminded. What do you think? Should I prosecute? Will it make them mad? Will they try and bother me again? I'm so upset, I don't know what to do. I kept dreaming about it last night. I don't know if I'll ever stop shaking. I still have bruises. What if he'd killed me?

INEFFECTIVE RESPONSES OF FRIENDS #1

People who hear about a victim are often frightened. It reminds them of their own vulnerability. They hide behind many postures. Here are a few. Each in the group pick one to play out in response to the victim. See how it sounds, how it feels.

RESCUER: Your fear makes you want to resolve the situation quickly. You have many questions and suggestions. You speak sweetly. You want the victim to listen and do as you suggest and to be grateful for your help. You encourage dependency.

Rescuer Sample Responses to Victim:

What happened? When? Where?

You're so upset; shouldn't you see a psychiatrist?

Have you seen your doctor? Will you be all right?

I'm trying to help. Let me help you.

You need to stop dwelling on what happened. Think about something else.

Maybe your whole family needs counseling.

You aren't listening to me.

You are right not to prosecute. Why upset yourself? Try to get over this quickly.

It's so hard to see you so upset. What can I do to make you feel better?

If only you'd listen to me, I'm sure we can solve your problems.

Lesson No. 11

Handout #3

INEFFECTIVE RESPONSES OF FRIENDS #2

Hostile Helper: Your fear makes you angry at the incident. You want it to have been avoided. You tend to blame the victim for what happened. You speak gruffly and judgmentally. You try to distance yourself from the situation instead of listening.

Hostile Helper Sample Responses:

Look at you. What happened to you?

What were you doing in that neighborhood? Don't you know that bad people hang out there?

Your mother was right. You shouldn't have fought back. You should have known better.

You won't go there again, will you? You could have been killed!

This would never happen to me. I wouldn't get into such a situation.

How old were the men who robbed you? It's terrible--they should be working.

What can you expect from that kind of person?

I expect more of you. Why did you get in such a mess? Can't you take care of yourself?

Of course you should prosecute--are you going to let those men go free?

It's your own fault.

Lesson No. 11

Handout #4

INEFFECTIVE RESPONSES OF FRIENDS #3

Helpless Helper: Your fear overwhelms you and you feel that there is just no use in trying in this terrible world. You feel as bad as, or worse than, the victim. You don't listen but are feeling bad about yourself and how bad the world is.

Helpless Helper Sample Responses:

What happened? Oh, that sounds horrible.

My God, what did you do then? I couldn't have stood it; I would've collapsed right there.

It's no use.

Prosecute? What's the use? The judge will just let him off. It takes forever.

I wish you weren't so upset.

I'm beginning to feel sick.

Isn't it terrible, what the world is coming to? What are we going to do?

It is safer to go home after school. It's dangerous to go out just to have fun.

This is too much for me to handle.

Lesson No. 11

Handout #5

EFFECTIVE RESPONSE

The Good, Wonderful, Marvelous Volunteer:

You are aware of your fears and you acknowledge them, talk about them in supervision, and are able to face your vulnerability as a human being. You are able to listen and to hold your judgments to yourself, knowing that empathy and understanding are helpful to someone in distress. You are patient, able to wait, and have a sense of timing about what is helpful.

Volunteer Responses to the Victim:

What happened? You really had a tough time.

I can understand how upset you must feel.

It would be hard to sleep after an experience like that.

What else happened? or Tell me more.

It's frightening to think you might have been hurt worse or killed.

It takes time to get over such difficult feelings.

You really handled the situation well--getting the police, identifying the man.

Is your mother calming down? It must be hard for you to be upset and then for her to be so upset, too.

It seems like you're feeling upset and kind of alone in all this.

It's hard when your family doesn't seem to understand how you feel.

You're having trouble deciding about whether to prosecute? What are your thoughts?

You seem worried that you fought back when you were attacked. It's true that it did put you in a dangerous situation, but I wonder if it also feels good to you that you didn't just "take it."

It's getting late and I have to leave soon. Do you want to let me know how you feel tomorrow? Would you like me to call you?

Lesson No. 12
Page No. 1

LESSON: Communicating with Older Individuals

TIME: 90 minutes **This lesson corresponds with Chapter** 12 **in the handbook.**

OBJECTIVES:

In this session, INSTRUCTOR should:

1. Define counseling and the need for care and concern in communicating with older individuals.
2. Review types of nonverbal behavior which are effective and ineffective in communication and lead an exercise on this.
3. Describe common signs of visual and hearing impairments.
4. Define active listening and four specific applications of it.
5. Lead a discussion of the basic ingredients underlying effective communication.
6. Conduct a role play in counseling an older crime victim.

At the end of this session, PARTICIPANTS will be able to:

1. Identify five types of nonverbal communication which can convey positive or negative messages.
2. Give three signs which can be useful in identifying visual and hearing handicaps.
3. Define and give examples of four verbal active listening skills which are useful in counseling older persons.
4. Identify the three most important characteristics for a counselor to display to an elderly client.

METHOD:

- Presentation.
- Brainstorm.
- Exercise.
- Role play.

TRAINING AIDS:

- Overhead projector and screen.
- Transparency: Verbal Communication Skills

MATERIALS:

COMMENTS: Since the best way to understand communication techniques is through actual practice, it is important to leave time for one or two participatory exercises in addition to any formal presentation of the materials.

LESSON OUTLINE	INSTRUCTOR GUIDELINES
(5 min.) As we have seen in previous lessons, crime is only one of a number of stresses and losses which older persons are faced with. Persons who work with or come regularly into contact with senior citizens find that they are often in need of counseling and support during difficult periods. Such counseling is often sought from persons who work with the elderly in providing crime prevention and victim assistance services.	
By counseling, though, we are not just referring to listening to someone and giving advice. Advice or problem-solving will not be helpful to others unless their feelings and the problems they face have been fully aired, clearly stated, and understood. Therefore, effective counseling for persons who are troubled or upset entails unlearning some ordinary ways of acting and communicating, and learning a new set of verbal and nonverbal responses. These learned responses are meant to enable older clients to relax, to begin to express and understand their own feelings, and only then, to begin to look for solutions to their problems.	
This lesson will cover some of the basic rules for communicating with older persons. These approaches to communication are intended to facilitate seniors in the talking and self-exploration which can eventually lead to resolution of some of the problems they face.	
(25 min.) In counseling older persons--whether one is communicating crime prevention information to a fearful person or aiding a crime victim--the most important skill needed is the ability to convey concern and caring.	
Concern and caring can be communicated on two levels, verbal and nonverbal. We are going to turn first to nonverbal communication, to examine what kinds of nonverbal behavior can best convey concern and caring, and what kinds are ineffective in conveying this.	
We can divide nonverbal communication into several different categories. They are:	Write each type on the flipchart:
1. Eye contact. What would you say that effective eye contact consists of?	Answers should include: - Look directly at persons when talking; (continued)

LESSON OUTLINE	INSTRUCTOR GUIDELINES
	- spontaneous; - relaxed but serious.
What about ineffective eye contact:	- Not looking at persons; - staring too intensely; - staring blankly; - Breaking contact often; - looking down or away.
2. Body posture. What does effective body posture consist of?	- Body facing the person; - relaxed but attentive; - leaning forward slightly; - hands loosely clasped; - occasional hand and arm movements to emphasize points; - legs parallel or crossed comfortably.
What about ineffective body posture?	- Leaning too far forward or backward; - body turned sideways; - fixed, rigid, tense body; - infrequent hand and arm movements; - arms across chest.
3. Head and facial movements. Which ones are effective in communication?	- Occasional affirmative head nods; - appropriate smiling; - expressions that match the mood of the person.
Which are ineffective?	- Constant or infrequent head nodding; - head down; - continuous or little smiling; - a cold, distant expression; - rigid facial expressions; - overly emotional facial reactions.
4. Vocal quality. What kind of vocal quality would be most effective?	- Pleasant, interested intonation; - appropriate loudness; - moderate rate of speech; - conversational style; - simple, precise language.

Lesson No. 12
Page No. 4

LESSON OUTLINE	INSTRUCTOR GUIDELINES
Especially needed with older persons with hearing problems?	- Distinctly and toward the lower range.
What vocal qualities are ineffective:	- Overly enthusiastic tone; - too loud or too soft; - too rapid, too slow or choppy; - excessive use of slang; - overly formal speech, jargon; - lengthy hesitancies; - "you know's" or "um's."
5. Personal habits. What are some examples of ineffective ones?	- Playing with hair or beard; - fiddling with pen or pencil; - smoking or drinking; - tapping fingers or feet. This list comes from Steven Danish et al., Helping Skills: A Basic Training Program, Second Edition, New York: Human Sciences Press, 1980.

The idea behind making this list is that we all have various ways of communicating nonverbally. Many of these we are not aware of. Being aware of how they can impede or improve our ability to communicate is an important step toward being of help to persons in need of counseling and support.

Two other factors should be mentioned with respect to nonverbal communication with older persons. For various reasons--visual handicaps, ethnic background, loneliness, and the like--older persons may have a desire for human contact. If it seems to be appropriate, it may be reassuring or comforting to touch them on the hand or arm--but only if there is an implied invitation to do so.

The second factor is that of personal space. While there are also ethnic differences in this respect, most persons do not like to have people invade the space surrounding their bodies. On the other hand, persons with hearing or visual impairments may not only want but need closeness

LESSON OUTLINE	INSTRUCTOR GUIDELINES
in order to be able to communicate. If there are signs this is needed, you should be ready to move closer.	
(10 min.) This point leads to another. It is important to keep on the lookout for two common characteristics which older persons may bring to an interaction: hearing and visual impairments. Older persons with these problems frequently do not mention them. Thus, counselors need to be particularly watchful for them and adjust their behavior accordingly. What are some signs of these handicaps?	Answers include: Hearing - Tipping head to the side; - putting speaker on the "good" side; - blank looks; - inappropriate answers; - asking to repeat. Sight - Difficulty in walking; - poor coordination - squinting; - uncontrolled eye movements; - cannot recognize someone; - cannot distinguish object from its background.
(5 min.) Now we're going to try an exercise in nonverbal communication. Pick a partner in the room. Take five minutes to discuss any topic you want to with this partner. While you're doing so, though, use ineffective nonverbal behavior in attending to what your partner is saying. All right, begin now.	
(5 min.) All right, stop now, and identify to your partner the ineffective nonverbal behavior he or she demonstrated.	
(5 min.) Let's return to the full group now. I'd like to discuss what your reactions were to talking with someone who was using ineffective nonverbal behavior.	Full class discussion.

LESSON OUTLINE	INSTRUCTOR GUIDELINES
(10 min.) Just as effective nonverbal behavior is an important part of communicating with older persons, so is effective verbal behavior. A helper's words can make the difference between whether an older person will discuss a concern openly or will keep it to himself, thus inviting depression or other symptoms.	
One means of communicating with older persons under stress has been termed "active listening." By that, we mean paying close attention to the cues--verbal and nonverbal--given by the client and responding in specific ways. Appropriate responses in active listening are ones in which the counselor tries to clarify the content and meaning of what the client has said, probes for what that person is feeling, without judging or downplaying those feelings, and refrains from adding opinions or feelings of his own. We'll discuss now four types of active listening techniques.	Put up the transparency "Verbal Communication Skills."
Mirror Responses and paraphrasing are two ways in which the counselor reflects the content of what the older person has just said.	
In a "mirror response" the counselor basically repeats the same words the older person has said. The response can begin with, "You're saying that . . ." or "So I have this right, you're saying . . ." This response can be helpful when a situation is so stressful that a person is having trouble understanding what happened (as immediately following a crime for example). It can clear up confusion and help clients begin to get a grip on things.	
Obviously, if a counselor only used mirror responses, the older person would soon get angry or bored. A higher level of skill is paraphrasing, in which the counselor repeats, in his or her own words, what has been said. These responses are only meant to summarize or reflect the content of what was said, not to seek new information. They serve to order the ideas and tell the client that you are attentive and getting the message.	
Open-ended questions, which can't be answered briefly, lead to more complete responses. They often let the client talk more openly or take	

LESSON OUTLINE	INSTRUCTOR GUIDELINES

the conversation in a direction that is important to him or her. Asking victims simply, "What happened?" or "How did you feel?" is an effective way to get them to vent their feelings. "Can you tell me more about that?" or "Can you be specific?" also encourage exploration. "Why" questions should be avoided because they are often perceived as being judgmental, for example, "Why did you do that?"

Persons in stressful circumstances may provide a number of signals of how they feel about it, but may not be able to verbalize those feelings, They may be angry, resentful, guilty, or scared; these feelings may be directed toward the counselor as well as at the situation the client is talking about. To clarify how the person is feeling, the counselor can use "feeling" or affective responses with the client. By using these responses, such as "It sounds like you feel very . . . ." the counselor checks out his or her own perceptions, helps to clarify the older client's feelings underlying the conversation, and provides the client with the sense that these feelings are acceptable.

(10 min.) Regardless of the particular communication technique utilized by a counselor, there are three overall ingredients which should underlie any interaction. One is empathy, or understanding fully what another person is feeling and thinking. What do you think is the difference between empathy and sympathy for the client? When would empathy be more appropriate?

Write these three ingredients on the board:

1. Empathy
2. Respect
3. Concern.

The other two qualities are respect and concern. Why do you think it is important to respect the client? What does this convey to him or her?

Concern may be difficult to exhibit, especially if a client is difficult to be with. Yet it is crucial to relay the message that you are interested in a client's welfare and are willing to stick with him or her through this period. Sometimes, however, a counselor simply cannot muster genuine concern for someone. If this occurs, what would you suggest as alternatives?

(15 min.) This lesson and Chapter 12 in the handbook have provided a number of general rules and specific techniques which can be used in

LESSON OUTLINE | **INSTRUCTOR GUIDELINES**

counseling older persons under stress. Effective counseling and communication can only be attained though, with sufficient practice and through, apprenticeship with persons who are already experts in this art.

We're going to spend the rest of this lesson attempting to practice some counseling skills. We will break the class into groups of three persons. Please do that now and I'll instruct you further.

All right, now each person in the group will select one of three roles. One person will be a 75-year-old crime victim, who is being met for the first time on the day following the crime. The second person will be a person who is counseling that victim. And the third person will be an observer who will watch the interaction between the helper and victim and take notes on effective and ineffective communication by the helper. Please select one of the three roles and begin your counseling session.

After five minutes have passed:

All right, now stop the interaction. Each peraon should now take a turn in describing what happened.

You should describe to your group whether or not, from your perspective, the interaction was helpful; what types of verbal and nonverbal cues were being relayed by both parties; and what other types of responses could have been made to the victim. Each person in your group should take two or three minutes to talk to the other two, and then move on.

If there is time, there might be a full group discussion afterward.

While this exercise is still fresh in your mind, you might like to review on your own the Tips for Counseling Senior Citizens included in the handbook. They may provide you with other ideas on how the interaction you participated in might have been made more useful
victim.

Lesson No. 12

Transparency

VERBAL COMMUNICATION SKILLS

--MIRROR RESPONSE

--PARAPHRASING

--OPEN-ENDED QUESTION

--FEELING RESPONSE

LESSON: Advocating for an Improved Response to the Elderly's Crime Problem

TIME: 90 minutes **This lesson corresponds with Chapters 5&11 in the handbook.**

OBJECTIVES:

In this session, INSTRUCTOR should:

1. Define advocacy.
2. Elicit from participants the kinds of advocacy activities they have been involved in--to illustrate what activities can be included as advocacy.
3. Use case studies to illustrate good and bad advocacy techniques.
4. Discuss specific methods used in anti-crime advocacy.
5. Have a guest speaker on current laws or pending legislation to combat crime or help victims.

At the end of this session, PARTICIPANTS will be able to:

1. Define advocacy.
2. Recognize times they have been advocates for change.
3. Analyze advocacy plans for their appropriateness and effectiveness, through the use of case studies.
4. Identify specific anti-crime advocacy techniques.
5. List three laws or pending bills which are aimed at curbing crime or aiding victims.

METHOD:

- Presentation.
- Case studies.
- Guest speaker from state or local legislature.

TRAINING AIDS:

- Flipchart.
- Newsprint.
- Markers.
- Masking tape.

MATERIALS:

- Handouts: -1. Case Studies in Anti-Crime Advocacy Techniques;
  -2. Some Good Advocacy Techniques.

COMMENTS: You will need to do some research on anti-crime legislation previously passed or under consideration to determine whether your guest speaker should be from the local legislative body or from the state legislature.

LESSON OUTLINE	INSTRUCTOR GUIDELINES
(15 min.) So far in this course, we have learned about a number of different responses which communities can make to the crime problems faced by their older residents.	
Obviously, no community is doing everything we've covered. But looking at what is possible, and what is currently available, we can see pretty clearly what kinds of changes are needed. These changes will not happen, though, unless citizens are strong, effective advocates for them.	
This lesson will explore the concept of advocacy and some specific advocacy techniques which can be used on behalf of older persons who are actual or potential victims of crime.	
In addition, we will examine some legislation currently being considered which might have an impact on preventing crimes against senior citizens or easing the plight of older crime victims.	
We should start by defining what we mean by advocacy.	Have this definition prewritten on a flipchart or blackboard
Advocacy is a collection of activities designed to change unresponsive laws, regulations, procedures, or practices for the benefit of citizens.	
There are two elements which you need in order to be engaging in advocacy: 1. You are acting on behalf of another individual or group; and 2. You are working for change in the status quo.	Write these two points on the blackboard or flipchart.
It is impossible to advocate for the status quo since advocacy has to involve change. People are often uncomfortable with change, especially when the changes will not directly benefit them. So because advocacy involves change, it very often draws opposition.	
On the other hand, representatives of the status quo will not oppose the change you're working for--and may even welcome it--if they are first	

LESSON OUTLINE | INSTRUCTOR GUIDELINES

convinced that the change will achieve the same goals they are working toward, or will provide other kinds of benefits to their program. There are many communities where the police were originally skeptical of programs set up to improve anti-crime services to older persons. They became strong advocates for these programs' continued survival though once the programs had shown that they were able to do what they set out to do. Similarly, district attorneys' offices have become strong supporters of special services for older victims of crime when these services have resulted in an improved appearance rate by older victims as witnesses in criminal proceedings.

(15 min.) Before we begin discussing how advocacy can be used in connection with crime prevention and victim assistance, I would like to get an idea from you about the kinds of advocacy activities you have been involved in, either in your jobs or in your private lives. This should give us an idea of the range of activities which can be included under the umbrella of advocacy.

Write activities on flip-chart as they are named. Examples you may receive are:

- Neighborhood/tenant organizing;
- Lobbying;
- Testifying;
- Monitoring regulatory and administrative agencies;
- Public hearings;
- Legal action;
- Legislation.

(25 min.) This is an indication of the kind of activism in our midst which can be tapped in the name of elderly crime victims. Now, how do we go about it?

As in everything else we do, there is a right way and a wrong way to advocate for needed change. Here are some case studies describing how some people have behaved in advocacy situations. Read each one, and then we'll discuss whether each was appropriate, effective action or not. In some cases, we may not all agree, since each of us has his or her own personal style in dealing with people. But I think we'll come up with some basic guidelines to follow.

Distribute Handout #1, Case Studies in Anti-Crime Advocacy Techniques.

After you read each of the four examples, ask for comments on the techniques used, whether they were

LESSON OUTLINE

From your comments, I can see we all have a good grasp of the major points about appropriate versus inappropriate advocacy. Generally, effective advocacy should be:

1. Informed;
2. Rational;
3. Well-coordinated with other groups and with your own members;
4. Concrete and realistic in expectations.

(15 min.) Let's take time now to discuss some of the methods which can be and have been used by advocates to gain support which will benefit older persons who are victims of crime.

1. Training for citizens and staff of different agencies to sensitize them to crime problems and provide them with new ways of doing things:
   - For senior citizens on what they can do for themselves;
   - For human service agencies (area agencies on aging, mental health, social service) to get them more involved;
   - For staff of public housing authorities, other similar government organizations;
   - For banks, postal workers, and others who have frequent contact with seniors.
2. Community Organization. Once organized, block clubs can form coalitions and work for specific city-wide changes, as a

INSTRUCTOR GUIDELINES

effective or ineffective and what could have been done differently. Write these comments in the form of rules for effective advocacy, on the flipchart and save for future use.

Write each name on the flipchart.

unified pressure group. At the neighborhood level, block clubs can carry out specific anti-crime projects: citizen patrols (foot or automobile; also, tenant and lobby patrols); escort service; and intergenerational activities (education for teenagers and pre-teens).

3. Persuading organized seniors to get involved in advocacy:

- Through ongoing anti-crime activities as volunteers (e.g., victim/witness programs, other crime prevention activities, working with the police);

- Through planning their own advocacy techniques.

One successful example is court monitoring or, more accurately, monitoring of cases in the courts. This is an excellent method to let judges and prosecutors know that they are being watched by the public and that their performance is being evaluated.

Court monitors are usually volunteers working under a paid coordinator. They keep records on the handling of cases involving elderly victims and the sentences requested and imposed on those convicted. This is a valuable source of raw data on which to base an understanding of how your prosecutors and judges view crime against the elderly. It can serve as the basis for a strong, informed effort to lessen the prevalence of plea-bargaining, to improve the rate of convictions, and to help convince the right people that crime against the aged in your community should not be taken lightly.

Other kinds of advocacy efforts include:

- Testifying before various official bodies;
- Keeping in contact with and monitoring regulatory and administrative agencies in your area of concern;
- Organizing or appearing at public hearings;
- Taking legal action on behalf of the elderly;

- Undertaking a major public relations effort on one particular issue or concern;
- Finding sympathetic city or state legislators to introduce and back bills that speak to your concerns. Examples are: building codes for the city or state which incorporate security requirements; victim compensation program expansion in the state to include outreach and emergency services for special victims; and funding for crime prevention and victim assistance programs (to replace those previously funded by LEAA).

Here is a handout summarizing some good advocacy techniques.

Distribute Handout #2: Some Good Advocacy Techniques.

(20 min.) Now I'd like to turn to what legislative activity is currently going on in this area (state or county) which advocates might want to support or argue against. I've invited as our guest speaker today _____________________________. who will fill us in on present laws and bills which are currently under consideration which are intended to have an impact on the crime problem faced by both younger and older citizens.

CASE STUDIES IN ANTI-CRIME ADVOCACY TECHNIQUES

#1 The Planning Commission is holding the first of two public hearings on a proposal to open an emergency shelter for victims of domestic violence, including victims of elderly abuse. After a second hearing, the commission will make its recommendation to the City Commissioners.

At the first hearing, several speakers testify in favor of the shelter. Several neighbors voice opposition; they fear that the home could disrupt their quiet lifestyle and have the effect of bringing other people's domestic quarrels into their neighborhood, causing disturbances.

The head of the local elderly-serving agency that would co-operate the shelter with other area groups tells the planning board, "Unless this planning commission approves the operation of this very much needed shelter, we will file suit against you in federal court and keep you tied up in legal knots for years."

#2 A community anti-crime program decides to set up a "Seniors Anti-Crime Day" in the city. Members do a great deal of leg work on the project, digging up figures, planning displays, arranging for space at a shopping mall to hold the fair. They even get a popular local radio host to agree to MC the event and broadcast his show from the fair.

When they are nearly ready to go public with the event, they approach the city council, asking for an endorsement and a declaration of "Senior Anti-Crime Day" in the city.

"Oh," says the chairman of the City Council. "Our own Human Resources Department has a "Senior Awareness Day" planned for five weeks after your proposed day. I understand a large portion of that program is going to be on crime."

#3 For some months, crime has been on the increase in the Upton Hill neighborhood. A citizens' group gets together and decides to demand action. They present simultaneous requests to the police department and the city council for: (1) tripling the number of beat patrol officers; (2) 35 percent more street lighting in the area; (3) free security hardware for everyone over 65 years.

#4 A neighborhood group, anxious over a recent series of burglaries in their block of row houses and rental apartments, sends a spokesman to the City Council to say, "We demand you to take some sort of action on this."

Lesson No. 13

Handout #2

SOME GOOD ADVOCACY TECHNIQUES

PUBLIC EDUCATION - Includes news releases to media outlets; appearances on television and radio; newsletters to the population served; information bulletins to other agencies; brochures and manuals in the subject area; a speaker's bureau; awareness fairs in public areas such as shopping centers; specialized training for clients.

COURT MONITORING - Ongoing review of the disposition of court cases involving elderly victims. Puts local judges and prosecutors on notice that their actions are being watched.

TESTIMONY - Prepared statements can be read at hearings before local, state and federal agencies and commissions. Provide the media with copies.

PUBLIC HEARINGS - Can be called by governmental bodies, by a single social service program or a consortium of programs. Good way to focus public attention on a problem.

LEGISLATIVE LOBBYING - Can be done on local, state, or national levels. Can include: briefings for office-holders and candidates; testimony; drafting of model legislation; endorsing of candidates.

DEMONSTRATIONS, MARCHES - Well-organized, planned events, usually centering around a single issue. Must be well planned and kept under control.

PICKETING, SIT-INS - Specific types of demonstrations which focus attention on a single site associated with the problem being protested.

VIGILS - Ongoing symbolic protests usually performed by stationing a demonstrator(s) at a single site associated with the problem being protested. Vigils usually are round-the-clock in nature. Frequently organizers will set as a goal a certain number of days, or will leave the vigil open-ended until a definite action is taken on the situation they are protesting.

LEGAL ACTION - The filing of lawsuits on behalf of a group can be an effective, though often costly, maneuver. Usually a last resort.

VOTER REGISTRATION - Often overlooked by advocates, the registration of eligible voters can add an effective political weapon to your arsenal.

PETITIONS AND PHONE-INS - Two familiar and widely used techniques. Petitions gather signatures of residents supporting your position. Phone-ins, if carefully arranged, are used to deluge politicians, and other public servants with phone calls asking for action. Successful phone-ins provide physical evidence of the community's concern.

ADVISORY BOARDS AND COALITIONS - Perhaps the two most powerful methods of advocacy work. Advisory boards offer advice to the program they serve and can work in the community for change. Coalitions are representatives of like-minded community groups and are usually more action-oriented than advisory boards.

Lesson No. 14
Page No. 1

LESSON: Local Anti-Crime Resources

TIME: 90 minutes **This lesson corresponds with Chapters 5-11 in the handbook.**

OBJECTIVES:

In this session, INSTRUCTOR should:

1. Introduce panelists and describe process for panel discussion.
2. Moderate the panel, keeping track of time and agenda.
3. Field questions from the class.
4. Give homework assignment for Lesson 15, "Planning a Comprehensive Crime Prevention Program." (See page 2 of Lesson 15).

At the end of this session, PARTICIPANTS will be able to:

1. Identify and describe local anti-crime resources.

METHOD:

- Panel discussion (see page 2, Instructors' Guidelines, for who to include on this panel).

TRAINING AIDS:

- Long table and chairs.
- Advance information on panelists (to make introductions).
- Handouts for Lesson 15--distribute for homework assignment.

MATERIALS:

COMMENTS: As with any guest speaker, it is necessary to brief the panelists ahead of time so that they know what is required of them in terms of content, timing, and expected questions from the class.

(Chapters 5 through 11 of the handbook list scores of projects and activities which can be effective in preventing crimes against the elderly, lowering their anxiety about crime, and aiding crime victims. In most large metropolitan areas, a number of activities like these are currently underway or being planned. The object of this lesson is to make students aware of these local resources.

Earlier lessons in this course have used guest speakers from the community to speak about what the agencies they represent are doing in specific areas. This lesson will draw on other resources which are directly or indirectly involved in crime prevention and law enforcement. If the local area agency on aging or mayor's office on aging is not involved directly, they still should be invited to talk about services they sponsor--like transportation and information and referral--which are useful to older persons vulnerable to crime or recently victimized.

Other possible panel members are representatives of:

- public education or publicity programs on this topic;
- premises security programs;
- Operation Identification campaigns;
- hardware installation programs;
- prevention programs involving utility workers, mail carriers, or the like;
- consumer education programs;
- organized advocacy for changes at the state and local levels to reduce crime and help victims;
- court monitoring programs;
- telephone surveillance projects;
- telephone assurance projects;
- whistle or airhorn programs;
- block or tenant patrols;
- Neighborhood Watch programs;
- special police units or patrols;
- special training programs for the police;
- programs employing older volunteers in criminal justice agencies;
- transportation or escort programs;
- home visits or friendly visitor programs;
- efforts to deal with elderly abuse and neglect;

LESSON OUTLINE	INSTRUCTOR GUIDELINES
- victim/witness services in the district attorney's office; - emergency services to violent crime victims; - Victim Compensation Program (in 34 states); - rape crisis center; - peer counseling for older persons; - crisis center or hotline.)	
(10 min.) Today we're going to turn from the examination of responses to the crime problem of older persons in the abstract to what is currently going on or being planned in this area. To do that, I have invited (number) panel members to speak to us.	
I'd like to welcome our guests and briefly introduce them.	Give the panelists' names, position and organization.
Each panelist will speak for ______ minutes about the anti-crime services for the elderly provided by his or her organization. After they are finished, you will be able to address questions to particular panelists.	
(45 min.) Will the panelists begin their presentations?	Introduce each panel member in turn.
(25 min.) Thank you very much. Now are there questions for the panelists?	
(10 min.) Now I have a homework assignment to give you for next week.	See Lesson 15, page two for the written instructions for this assignment. The handouts for Lesson 15 are also to be distributed at this time.

Lesson No. 15

Page No. 1

LESSON: Developing a Comprehensive Crime Prevention Program

TIME: 90 minutes **This lesson corresponds with Chapter ____ in the handbook.**

OBJECTIVES:

In this session, INSTRUCTOR should:

1. Divide the class into working groups, based on their homework assignments. Participants with the same assignment should go into the same group.
2. Instruct the participants to pool their efforts to come up with one comprehensive crime prevention program plan in each small group.
3. Have each group report to the full group for discussion.

At the end of this session, PARTICIPANTS will be able to:

1. Develop a comprehensive crime prevention program plan.
2. Critique program plans.

METHOD:

- Small group exercise.
- Large group discussion.

TRAINING AIDS:

MATERIALS:

To be distributed prior to this class:

- Handouts: 1.--Plan for a Comprehensive Crime Prevention Program
  2.--Reading Assignment (19 pages).

COMMENTS:

Lesson No. 15
Page No. 2

LESSON OUTLINE	INSTRUCTOR GUIDELINES
(Instructions for homework assignment to be given prior to this class.)	
(10 min.) I am giving each of you a form for doing the homework assignment. You'll notice that there is a blank in the first paragraph. I will now assign you the name of an agency for you to write in the blank.	Pass out handout #1: Plans for a Comprehensive Crime Prevention Program. Give a nearly equal number of persons each of the following agencies: - senior citizen center; - police department; - prosecutor's office; - neighborhood organization; - mayor's office; - local aging agency.
Your task is to develop a comprehensive crime prevention program plan, which will be housed and funded by the agency whose name I just gave you. In doing your assignment, keep in mind:	
1. Funding is tight, so prioritize your program's components in terms of their importance. Be prepared to argue why your top priority components have received such a designation and deserve to be implemented.	
2. The interests of the funding agency should be kept in mind, to assure a better chance that your plan will be accepted by the agency's administration.	
I am also handing out some materials for you to read. Please do the reading to see what kinds of comprehensive crime prevention programs already exist, and to get some ideas for your homework assignment.	Distribute handout #2.
(10 min.) I hope you have all had a chance to do your homework assignments. Please form six groups, with all persons assigned to the same sponsoring agency working in the same group.	Participants who received the same agency assignment (e.g. police department) should go to the same group.
(40 min.) Now, using your homework assignments, I'd like each group to share what they have done and come up with one comprehensive crime prevention program plan together. Will each group appoint a recorder to take notes?	

LESSON OUTLINE	INSTRUCTOR GUIDELINES
(40 min.) Will the recorder from each group come up to present your group's plan in front of the full group?	Encourage discussion. The following items should be addressed in the plans: - Crime prevention education; - Advocacy and public relations; - Home security activities; - Community crime prevention; - Victim/witness assistance. As the class draws to a close, be sure to save time for summarization. Try to pull together the common elements of the various plans, the interesting differences, and any points upon which a consensus has been reached.

Lesson No. 15

Handout #1

PLANS FOR A COMPREHENSIVE CRIME PREVENTION PROGRAM

Statement of Need:

The Mayor of Middletown is concerned about the increase in street crime, con games, and burglary against the elderly. He is also alarmed about the elderly citizens' high levels of fear of crime, as indicated by their reluctance go to out even during the day, and even to the local senior centers. He has asked you, the planner, to develop a plan for a city-wide comprehensive crime prevention program for the city's elderly. The ____________________________ has offered to house and fund the project. Fill in your plan in the categories below.

Program Goals:

Cooperating Agencies:

Senior citizen centers
Police department
Courts

Neighborhood organizations
Social service agency
Mayor's Office

Strategies:

Mechanisms for Implementation and Administration (staffing, data collection, evaluation, budgeting):

Program Illustrations

The previous section presented some general program types and sources of support for an initial senior anti-crime project. Its purpose was to illustrate the range and variety of service needs in the area of criminal victimization. In the next section, three existing programs are described to give a more detailed picture of what is involved in such undertakings.

An Anti-crime Education Program

Introduction

One Senior Safety and Security Program (Jones and Rott, 1977) in an Ohio county was started after a group of older persons convinced the county board of commissioners that increased security was needed for senior citizens.

The commissioners first submitted a pre-application to the Criminal Justice Coordinating Council and received a $65,000 grant from LEAA for one fiscal year. A formal application was then submitted, resulting in the award of a five-year grant for the project. The Federal Government's contribution for the first year was $67,585, with the Ohio Department of Economic and Community Development and the county each contributing $3,755 for local matches to Federal funds. A large portion of the initial year's funds went toward salaries for a director, two community safety organizers and a secretary. Approximately $10,000 was used for legal and consultant fees, travel expenses and office equipment and supplies.

Federal funding declines yearly to induce local and state government to assume financial responsibility. Should county funds prove insufficient, the Ohio Commission on Aging—using LEAA money—may be in a position to supply funds. Because a director was needed only at the outset to make contacts through the county, that position is being phased out. The established program needs just a coordinator to keep it operating.

Organization/Design

The Senior Safety and Security Program, as specified in the application, became a division of the County Office on Aging and focused its efforts on six county areas heavily populated with older residents.

Development

Slide presentations were developed by the program staff. By studying a rented slide show on crime prevention, workers wrote a script applying specifically to their own county. The photography was also handled by staff, using elderly volunteers as actors in local settings. The final product was a set of inexpensive and personalized slide presentations.

FROM Poulsen, Joyce, "Senior Peer Employment Programs," Washington, D.C.: The National Council on the Aging, Inc., 1978.

Implementation

Senior citizen clubs and organizations, nutrition centers and large apartment buildings were contacted to locate presentation sites accessible to the elderly population. A total of nine presentations was given at each site, one each week, as follows:

Week 1—Discussion of crime problems.
Week 2—Demonstration of locks and identification of valuable possessions.
Week 3—Slide show, "How to Foil a Burglar, Part I: The First Line of Defense."
Week 4—Slide show, "How to Foil a Burglar, Part II: Behaviors."
Week 5—Slide show, "How to Foil a Burglar, Part III: Confrontation."
Week 6—Slide show, "How to Avoid Attacks."
Week 7—Slide show, "Combating the Con Artist."
Week 8—Slide show, "Banking Service."
Week 9—Quiz on crime and discussion of answers.

The slide presentation is also used to educate police in senior citizens' crime prevention. As much as possible, the staff tries to coordinate efforts with police programs, and, whenever possible, the presentations are attended by a police department community relations staff representative to give information on police procedures. In addition, the program has compiled statistics on elderly victimization through scrutiny of police records and a questionnaire developed by older workers.

A "postal alert" project (for which the County Office on Aging received Title III funds) is an added program dimension. Decals from the program office are pasted inside an elderly resident's mailbox; when mail accumulates to an unusual degree, the postman alerts the office, which in turn notifies the resident's previously designated friends or relatives that perhaps they should investigate.

The Senior Safety and Security program also sends teams of trained older workers to evaluate the security of their peers' homes. The success of this program facet depends on their immediate response to inspection requests. If the wait is too long, older residents often forget they made the original request and won't allow the inspection!

Staff

Citizen volunteers often conduct the presentations. An example of recruiting techniques: When public housing guards were given training in crime prevention techniques for the elderly, they were also trained to use the slide projector, present the material and conduct discussion. Recruiting and directing these volunteers is done by a part-time (20 hours) coordinator, hired as part of a Senior Community Services Employment project funded under Title IX of the Older Americans Act and sponsored by the American Association of Retired Persons.

Benefits and Effects

A Senior Safety and Security Program can be tailormade to a specific community as its depth and range are dictated by citizens' interest and needs. Because the necessary resources are usually readily available, such programs in general are economically and technically feasible in communities of any size. Utilizing older citizens in all phases of the project offers assurance that presentations will be useful and understandable to the audience of older people.

A Home Security Program

Introduction

A Senior Home Security Program (D'Angelo, 1977) functions by hiring older workers to install security devices in the homes of elderly citizens. The project helps to protect seniors' homes against crime and creates employment for older people, enabling them to take an active part in helping themselves and each other.

Funding

Funding came from a project proposal submitted by the Mayor's Office for Senior Citizens to NCOA. A grant of $415,635 from funds allocated by the Department of Commerce (Economic Development Act of 1965) was awarded for an 84-person program. The Administration on Aging of the Department of Health, Education and Welfare was appointed to monitor service delivery. The program is applying to the Neighborhood Action Committee and the Human Development Corporation for additional funds to cover material costs.

Development

A personnel manua' was developed, outlining the necessary staff qualifications plus duties, employment and management policies. Supervisory positions were staffed after qualifying seniors were identified. The older workers were trained in interviewing and hiring for the various clerical and work crew positions and in coaching and counseling workers in service.

When the work crews were staffed, training in the use of tools and installation of security devices was provided by a manpower training center. Window latches and door locks, door viewers, security screens and plexiglass, mail slots and smoke detectors were among the devices used.

Staff

As specified in the funding agreement, persons employed by the program were over 55 years of age; their incomes were within Federal guidelines for poverty. Jobs for both men and women included work crew, clerical and administrative positions.

Implementation

Older residents with homes needing increased protection typically are referred to the program by area community agencies and senior citizens' centers. A police officer makes a check of the home, and the report is sent to the program office. The staff telephones the elderly resident to set up an in-home meeting, when the program and cost of materials are explained. If the older person decides on installation, the security devices are chosen and necessary measurements taken. When the work order is issued, a crew is assigned and the client is notified of the installation date and time, with a reminder call on the morning of the scheduled day.

With free labor and materials purchased and supplied at wholesale prices, the cost to the elderly home owner is relatively small. The cost of a typical job, conceivably as high as $300 in normal circumstances, averages $50 within the program. Materials are free for senior citizens below the poverty level.

Benefits and Effects

The Senior Home Security Program offers multiple benefits to both its clients and employees. The hope is to give the recipients far more than simply secure homes. Reduction of fear is a major goal. Besides a source of income, their jobs provide older employees with a sense of usefulness and purpose. Finally, and most importantly, the program structure enables older citizens to help themselves and each other. They remain independent, useful individuals in contact with the community in which they live.

A Victim Assistance Program

Introduction

Efforts to train victims in crime prevention techniques made obvious to the police in one California city the need of elderly victims for after-the-fact supportive services. The Victim Assistance Team (VAT) (McGowan, 1977), a program of seniors helping seniors, was created.

Funding

VAT initially operated through a joint association with an established Department of Human Resources (of the Administration on Aging, Department of Health, Education and Welfare) project, but independent funding was eventually awarded by the Community Services Administration.

Development and Organization

Involved in VAT's development were the police department's community services section, the graduate school of psychology, as well as the psychology and gerontology centers of a local university, the Community Resource Involvement Council and the National Conference of Christians and Jews.

The idea was for staff to establish offices within the police station to allow continuous, informal interaction with police officers, but lack of space shifted the location to a less noisy, less crowded office across the street. The station desk officer encouraged walk-ins to visit the VAT office when it seemed appropriate.

Implementation

The target population was made up of persons over 60 who were victims of crime or had been involved in an incident that brought them into contact with the police. Their anticipated needs were legal assistance, social help, psychological or medical aid, food, clothing or housing and reassurance. Walk-ins, victims located through police records and third person referrals (usually by police officers) were the major sources of clientele, the last proving most fruitful. Senior volunteers were also utilized in reviewing police records for potential clients on a twice-a-week basis.

Benefits and Effects

Growing interest and involvement in VAT has enabled services to spread among all the area's older citizens with special needs. Along with the reassurance, legal and medical aid and emergency clothing and shelter supplied victimized seniors, the VAT staff now provides support and advocacy, social contact groups and information and referral for the entire older community.

The participation of older residents has been a chief factor in the program's growth and success. Older workers, with their firsthand knowledge and vested interest in the situations and issues, also have the energy that keeps VAT functioning.

RSVP Counters Crime's Impact on Las Vegas Seniors

Las Vegas disorients many visitors even before their plane touches down. It first appears as a small green oasis on the drab desert floor. Then, descending, one is treated to the fantastic, gigantic marquees, and the rows of gaudy motels, hotels, and casinos, the "Adult Disneyland" to which come millions of visitors from around the world every year.

There is no other city like it, a place, it is said, where everything is available for a price, where the clock (and one's money) lose their meaning, and where slot machines seem to be everywhere, even at the end of supermarket checkout counters.

This mythic image of Las Vegas is accurate enough, but it presents only one side of the city's character. It became a "city" in 1905, when the Union Pacific Railroad carved up the desert, once inhabited by Indians and prospectors, into 1,200 residential plots. The real city was built—or invented—in the 1940's, and since then it has become the third fastest growing city in the United States.

Away from The Strip, the showgirls and croupiers join the 400,000 other residents who have ordinary lives to lead, and ordinary urban problems to cope with. One of the most serious of these is crime.

Las Vegas has one of the highest crime rates in the country. Some of it, of course, is peculiar to a tourist economy; vice operatives, pickpockets, and con artists are attracted here by the fast lifestyle and the easy money.

Fear and Aging in Las Vegas

But for most residents of Las Vegas and Clark County, everyday crimes like burglary, pursesnatching, and larceny are the main concern. To cope with these crime problems, Las Vegas has developed a comprehensive network of prevention and recovery services.

There is a rape crisis program, a community crime prevention program, another program for the Hispanic population, a battered women's shelter, a victim/witness program in the District Attorney's office—and the Retired Senior Volunteer Program, which provides crime prevention and victim assistance services to Las Vegas' senior citizens.

And Las Vegas does have many senior citizens. Scott Craigie, who hosts a television program called "Action Seniors" on Channel 2, explains that, "we are becoming a retirement community, and there are a great deal of growth problems."

Among the problems yet to be dealt with is a small public transportation system which the population has simply outgrown. For the elderly, the lack of adequate transportation means increased immobility, isolation, and fear.

Scott Craigie comments, "Since I've got involved with seniors, I've been amazed at the aura of fear surrounding seniors—it is very common here.

"For example, I have been told that with things like landlord-tenant disputes or confidence games, the day before litigation is to begin, the senior will call up and decide not to pursue it.

"I've had that happen to me with several of my shows," Craigie says. "Seniors afraid of youth gangs or crime would refuse to appear on my show. I've even promised them to disguise their voice and keep their backs to the camera, but they still refuse because they're afraid."

The Las Vegas RSVP Program

RSVP is a program of ACTION, the federal volunteer agency, which provides opportunities for over a quarter of a million people 60 and older to get involved in a variety of services in their own communities. Currently, there are senior volunteers serving on almost 700 projects in all 50 states.

RSVP volunteers work for nonprofit private and public community organizations. Their work sites include hospitals, nursing homes, crisis centers, schools, and police departments. And in Las Vegas—as in Baltimore and Oklahoma City—the volunteers are trying to make life a little safer and less fearful for themselves and their peers.

RSVP staff (l. to r.) Gilda Johnstone, Emma Massa, Phil La Loggia, and Pat Keltner.

The RSVP project in Las Vegas is administered by Catholic Charities, funded since May 1978 under an LEAA Community Anti-Crime grant to the Economic Opportunity Board of Clark County. RSVP director Patricia Keltner describes the evolution of the program: "During our first year, with two paid part-time employees and some 10 volunteers, we distributed educational materials and conducted 272 security checks of seniors' residences.

"Another benefit for seniors with which we have been involved is the Early Alert Program," Ms. Keltner continued. "When our crime prevention workers visit seniors in their homes, they ask if they would like to register for this program. By registering, seniors allow the mail deliverer to notify us when mail has not been picked up in 24 hours. We then contact the relative or friend who is listed on the person's registration card; they call the senior or visit him or her at home. For seniors living alone, this is a great way to keep from becoming isolated in emergency situations."

The RSVP home security activity also extends to lock installations, an enviable feature of the program. The Steelworkers Oldtimers Foundation, centered in Fontana, California, provides the hardware. Sponsored jointly by the foundation and the Nevada Division for Aging Services, the Las Vegas program has installed about 30 single deadbolt locks for RSVP clients this year, according to staff member Sandra Church. More funding is provided by the Las Vegas Maitre d's and Captain's Association through their "Thanks for Giving" trust.

Ms. Keltner explains, "Because Las Vegas has been very good to these people, they want to return something to the city. They look around for worthwhile programs to which they can contribute money. We had found many seniors needed deadbolt locks and they couldn't afford them. If we were going to go around telling people they needed locks we knew we'd better have them. This is where the Association is so valuable. It lets us follow up home security surveys with quick installations. In this way, older persons' fears are lessened. And, fortunately, to date not one of the homes we've done has been burglarized."

Helping Elderly Victims

Home security is not the only area in which RSVP aids seniors of Las Vegas. As Ms. Keltner explains to three attentive volunteers during an RSVP training session, "Through our crime prevention program, we found out that victims of crime were being neglected, so we got into victim assistance."

To emphasize the crime problems older residents face, Philip La Loggia, the staff's crime prevention specialist, reads from the latest police crime prevention report: "What neighborhood do you live in?" he asks each prospective volunteer. After they answer, he asks for their zip codes. Each time, he reads a corresponding list: "burglary, robbery, burglary, vandalism..." One volunteer trainee murmured, "I never would've thought it. You never hear about it."

Emma Massa, the office manager, then explains to the three potential volunteers, "We get copies of police reports. Then we separate the out-of-towners. We send out form letters and a brochure, asking them to call us. Marian Page, our victim counselor, takes the calls. At the end of each month, we review information on all crimes against seniors—time of day, money involved, and type. By doing this, we can discern trends in victimization and include this information in our crime prevention education sessions."

A scan of the latest of these monthly reports, for May 1980, reveals the information "you never hear about:"

One hundred fifty-nine elderly residents of Las Vegas were victimized, losing $242,900—$169,000 of which was taken from just four victims. Thirty-four older visitors were victimized at a cost of $40,000. Two zip code areas had more than 40 senior citizen victimizations in the month.

Marian Page, the RSVP victim counselor, receives this and other victimization data from the police. She sends letters to victims asking them to call.

Occasionally, the calls lead to visits at the victims' homes when there is a serious need of counseling or other personal help. However, most of her work is done by telephone, tying victims into the social service network. She helps victims replace lost documents or checks, obtain food or clothing, and secure medical or legal services.

RSVP educates both juveniles and seniors in "Senior Power."

"Lately, we've had cases of old people being robbed of their Social Security check or other check on which they expected to live for a month. We've been trying to get them money from churches and charities," she stated. "But just recently we decided to try and establish a financial emergency fund here in the office. We're working on that now."

Training the Volunteer

Philip La Loggia, a short, dynamic older man, is the staff person running the volunteer training session. As he explains the importance of programs like Early Alert, Operation Identification, and Neighborhood Watch, Mr. La Loggia raises his voice in excitement, trying to convince the three elderly ladies to sign on as volunteers.

"You don't have to do one thing," he reminds them. "Try to pick out an area that interests you. It could be home security checks or property engraving. Maybe you like to talk to people; you can come around with me and help give crime prevention education speeches. Or you can help Marian give aid to crime victims. Perhaps you'd just like to work around the office. We need that too. But remember—whatever you do, you'll be helping other senior citizens feel better. And in the process, you'll feel better yourself."

Later, he elaborates on why he gets so much satisfaction out of working for RSVP's anti-crime program.

"I've always been a senior advocate. I've lobbied with state legislators, I've been involved with tenant groups, I've been active in politics. Seniors here have the same basic problems as seniors elsewhere," he continued. "But they aren't organized. At least through this program, we can organize seniors around Neighborhood Watch and other community crime prevention strategies."

Mr. La Loggia's interest in his work is constantly reflected in his gesticulating hands and in the way his words spill out, impatient to move ahead.

"I've found home security checks can be very comforting to seniors, as long as they're followed up with locks. The first thing I do is give them something—a whistle. This lets them know I am there to be helpful.

"Then we have some small talk. I try to gain their confidence and convince them I'm really interested in their welfare. As a senior myself and a long-time resident of Las Vegas, I have a lot in common with them. We talk as compatriots. After I gain their trust, then they're receptive to my crime prevention talk. When I check their doors and windows, they already trust me and know I wouldn't do anything to make them more fearful."

Mr. La Loggia also conducts crime prevention education sessions for groups of senior citizens. Through May, 1980, he and his colleagues had conducted over 100 workshops, large and small, reaching over 13,000 elderly residents.

During today's volunteer training session, guest speakers cover various aspects of crime prevention for elderly persons. The appearance of four speakers illustrates RSVP's close ties with the other elements of Las Vegas' victim assistance/crime prevention network.

Roger Jacobson of the Valley Bank talks about the Direct Deposit program and the relationship a bank can have with its customers. Another bank representative, Michael Fitzpatrick (also a Nevada State Assemblyman) adds, "One percent of the Social Security checks are stolen or lost each month," he says. "We have to get more people enrolled. Right now Nevada is ninth in the country, with 34 percent of our seniors on Direct Deposit—36,000 of 109,000. But we want to move higher on the list."

Tom Tait, the division coordinator of the District Attorney's Victim/Witness Assistance Program, then explains his office's services, and emphasizes to the prospective volunteers the importance of RSVP's victim assistance work.

"RSVP can try to help all victims who report crimes to the police or who personally contact them. However, we have to wait until a suspect is caught and a case is instituted in order to help victims. Unfortunately, in both the United States and Nevada, 80 percent of all cases are never prosecuted."

Sergeant Don Helm, from the Las Vegas Police Department's Crime Prevention Bureau, speaks next about the Police Department's crime prevention activities: educational sessions, Operation ID, and Neighborhood Watch.

RSVP: Service to Two Generations

Detective Don Johnson, also of the Crime Prevention Bureau, had earlier commented, "Two years ago an elderly woman had her purse snatched by two juveniles. During the crime, she fell and was killed. From that incident and the increasing rate of crime against seniors, we became determined to start a program to tell kids about the elderly and to bring the two together.

"This January," he continued, "the RSVP volunteers and I covered all the sixth-graders in Clark County public, private, and parochial schools. It was very well-received by the kids and their teachers, and the seniors loved it."

RSVP Director Keltner added, "We brought the subject home to them by talking about their own grandparents. Don would start the program by giving a speech, then we showed 'Senior Power.' The kids loved it. Afterwards, we always had an RSVP volunteer or a retired school teacher talk about 'being a senior citizen.' We gave all those kids something to think about, 7,000 students at 42 schools."

As Ms. Keltner describes the RSVP philosophy, "Somebody got smart and realized we have a lot of talent in this country and it was going to waste. RSVP gives older people a way to contribute to their community." Clearly, Las Vegas' seniors are contributing to the safety and peace of mind of their friends and neighbors, perhaps making daily living less of a gamble.

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Lesson No. 15

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Project Profile

Reuther Centers Help Detroit Elderly Fight Crime

IT'S KNOWN as Motown, Motor City, the city that Ford built, the automobile capital of the world. It's also known around the country as a deteriorating, crime-ridden urban wasteland, once called the "Murder Capital of America."

When Antoine de la Mothe Cadillac explored the area in 1701 he realized at once its strategic importance in protecting the burgeoning fur trade of the French in North America. So, accompanied by a large settlement party, Cadillac established Fort Ponchartrain du Detroit ("of the strait") in honor of his patron, the French minister of state.

But the industry that has defined the image and history of Detroit is not Cadillac's pelt trade, but automobile manufacturing. Today, Cadillac's name is remembered chiefly as America's most popular luxury car—a car built in the city the explorer founded until General Motors, in a move typical of the city's troubles, moved the Cadillac factory in the 1960's.

The view of Detroit from neighboring Windsor, Canada, across the Detroit River, is a deceptive one. The small downtown area looks solid and prosperous. The new Renaissance Center, with its gleaming conical glass and metal towers, seems to testify to the city's well-being.

Detroit shows many symptoms of the urban blight that afflicts most older American cities. The 1960's were a time of strife for the city as whites moved to the more fashionable suburbs, leaving behind an increasingly poorer and darker population.

In 1967, inner-city riots claimed 43 lives and caused some $200 million in damage. Federal troops patrolled the streets to restore order, and not for the first time. In 1943 a similar riot in the city, bloated with workers looking for war-economy jobs, ended in the death of 35 workers, most of them black.

As urban decay spread in the 60's and 70's, the crime rate soared and the community lost respect for the police, Detroiters say. The city began to earn a reputation as a paradise for violent gangs and other criminals and a bane to the average resident. It is an image that many Detroiters think grossly unfair, as unfair as the popular view of the city as a horror of filthy factories and widespread slum conditions.

Detroit's defenders say the city is on the upswing, symbolized by the Renaissance Center itself, the towering complex that marks the new downtown section. The "Ren Cen," as Detroiters call it, with its fine hotel, shops, restaurants, and watering holes for the well-to-do, is a magnet for visitors and business people. It also is drawing to this most Democratic of industrial cities the 1980 Republican National Convention.

The hoopla over the Ren Cen, though, overshadows the real Detroit that has always existed—the Detroit neighborhoods of quaint, old-world houses with their parti-colored brick and Tudor wood effects. These are the neighborhoods where Detroiters lived and worked and grew old while less fortunate neighborhoods, sometimes just a block or two away, died and were boarded up.

police
APPAREL

G. BYRNE

A scene from Detroit's tough east side. This mini-station is home to the Senior Citizen Area Transit (SCAT), funded by the Reuther Centers.

It is in these surviving Detroit neighborhoods that something of the tattered American Dream still lingers. It is a city of single-family houses; apartments are relatively new creatures here and condominiums have yet to arrive as a major real estate force. Some 70 percent of Detroiters own their own homes, one of the highest percentages in the country. Seemingly everyone owns a car, not surprisingly, and an intricate freeway system laces the city.

Into this American mixing bowl of industry came Russians, Hungarians, Germans, Poles, Ukranians, Irish, and Canadians to labor in the auto factories. In a small downtown area one can find French, Irish, and Ukranian Catholic churches nestled together on adjacent corners.

Today, most of the descendants of those immigrants have moved to the suburbs, leaving the city population about 50 percent black and 20 percent elderly. Some see the renaissance of Detroit as marking the return of the white population to the city, creating in some areas an unusual mix of the elderly, young families, and poor blacks.

The elderly in Detroit, many of them retired auto workers, are not a hidden minority. They are seen wherever there are park benches to sit on or buses to ride. Last year there were about 71,000 retired auto workers in the metropolitan Detroit area, according to UAW figures, and the current slump in U.S. auto sales could make that figure soar due to increased layoffs and plant closings.

As elsewhere, the elderly are most visible in the city multipurpose centers and nutrition sites, coming together for food and companionship and refuge from a society bent on remaining forever young. And for the past several years they have come for another purpose: to learn how to protect themselves from the ever-present threat of crime.

Since 1977, with funding from the Law Enforcement Assistance Administration (LEAA), the three Walter Reuther Senior Centers have offered thousands of elderly Detroiters lessons in protection from street crimes, burglaries, and con games. The centers have been helped in their efforts by the Detroit Police Department, which has one of the largest—and most impressive—police crime prevention sections in the country.

The Reuther Centers, the Detroit police and the various neighborhood anti-crime groups have forged a triple alliance to battle both the city's existing crime problems and the libelous image it has developed. Their efforts have already resulted in a large drop in the crime rate for two large targeted neighborhoods where seniors live in great numbers.

The Walter Reuther centers—two located in city-owned recreation centers, the third in a YMCA—began in 1953 as an experiment by the United Auto Workers (UAW) retiree plan. They are named after the charismatic founding president of the UAW—among whose innovations, in fact, was the creation of a "retirees plan."

"The union leadership began to see that the numerous retirees had certain needs that were going unfulfilled," said Freida Gorrecht, the Centers' director. "People wanted a place to be together. The centers became one way to fulfill the economic and social needs of the retirees."

Although the centers are no longer UAW-run, they do receive some funding from the union, and the centers administrative office is in the UAW retirees building on East Jefferson Avenue near the UAW International Headquarters, Solidarity Hall.

G. BYRNE

Reuther Center Director Feida Gorrecht: "If older people don't like something, they'll just get up and leave. The older I get the more I realize that I just haven't time to waste."

Active union members contribute one cent a month toward the center operations, Mrs. Gorrecht said, amounting to about $30,000 a year. Another $200,000 comes from the local United Way drive.

The Crime Prevention Project is in the final year of its grant from LEAA's Office of Community Anti-Crime Programs. The project is headed up by native Detroiter Bill Yagerlener and his staff of two full-time community workers and two part-time retirees.

While the elderly make up 20 percent of the population, they account for 10 percent of reported crimes, police officials say. The elderly are particularly hard hit by burglaries and by auto theft. Loss of a car can be a serious handicap in Detroit, which has no subway system and an erratic bus system.

In its first year the project developed a comprehensive "action guide" on crime prevention for seniors, drawing on the best of available literature obtained in a nationwide search. The guide became the basis for nine-part crime prevention workshops in the three Reuther Centers.

"The problem with most literature on crime prevention is that it's so localized that no one else can use it," Mr. Yagerlener said. "What we tried to do was to distill the important information into a form that would be specific enough for Detroiters but general enough for other projects to use."

In planning the crime prevention workshops, the staff was careful to keep in mind its audience.

"One thing I've learned is that if older people don't like something, they'll just get up and leave. The older I get the more I realize that I just haven't time to waste," Mrs. Gorrecht said with a smile. "That's why we tried to make the sessions interesting."

This attention to the learning requirements of seniors resulted in a novel way to present the crime prevention ideas. Rather than use the usual "one-shot" approach to training, which rarely produces behavior change in students of any age, the project decided to break the sessions into nine workshops, with seniors signing up for the whole series of sessions. During the first round, workshops were offered on Operation Identification, residential security, Neighborhood Watch, personal protection, sexual assualt, con games, auto theft, crime reporting, and an overview session on crime and the elderly.

Each session features a member of the police crime prevention unit as well as a film, including a CBS television "60 Minutes" segment on personal protection.

The resulting workshops drew up to 80 seniors at each of the three centers, Mr. Yagerlener said, and refresher courses are now being offered to pick up newcomers and to remind graduates of their first workshops to remain on their guard against crime.

The anti-crime workshops fit into the half-day of senior activities planned at each of the centers, the morning hours of which are reserved for seniors only. A recent refresher course, for example, shared an agenda with yoga, Spanish I and II, creative ceramics, square dance, and a billiards competition.

Each center has established a crime subcommittee that meets regularly to decide on crime prevention program needs. Seniors thus share in the planning process and are given a stake in developing crime prevention.

The Reuther Center project is one of the few elderly-serving agencies awarded a national-level grant from LEAA's Community Anti-Crime Program. The Reuther project in turn has made subgrants to a number of other groups in the city which provide services to citizens of all ages.

In the first year the project helped five neighborhood groups develop senior anti-crime programs. One was the

Senior Citizen Area Transit (SCAT), a daily van escort service on the city's tough east side. Another was a more limited escort service out of St. John's Ukranian Catholic Church on the southwest side.

A third program, Neighborhood East Area Residents (NEAR), installed locks in some 200 eastside homes, while the Motor City Consumers Co-operative started 54 neighborhood and apartment watch clubs with project funding.

The fifth sub-grantee was La Sed, a Hispanic neighborhood group in the southwest portion of the city. It translated crime prevention materials into Spanish and helped the police crime prevention unit with bilingual presentations for the 13,000 non-English-speaking residents of the city.

Under its second-year LEAA grant—reduced from $200,000 to $150,000—the project is continuing to fund the SCAT program and NEAR's target-hardening efforts and is also working with La Sed on bilingual crime prevention materials. The project also supports the Neighborhood Information Exchange, an association of neighborhood groups that publishes a newsletter and operates a telephone "hot line" listing upcoming meetings, workshops, seminars, and projects in the city.

The project also plans a more intensive outreach effort to the 80 senior nutrition sites and 25 senior multi-purpose centers in the city.

"We hope to hit 15 to 20 of these sites with a four-part crime prevention workshop," Yagerlener said. "What we did at our centers last year was great, but this year we'll be able to reach a lot of people who don't attend one of our centers. We should be able to reach a far larger segment of the population."

The crime prevention workshops are seen as a key strategy since seniors play such a major role in the city's estimated 1,000 block clubs.

"These people [seniors] are the backbone of the community organizations in this city," Mr. Yagerlener said. "What they learn at our workshops is then taken back to the neighborhood groups these seniors belong to. That way the information spreads even farther. Then, through follow-up, we keep the interest level high and the process growing."

The project is also featured on local television. Mr. Yagerlener and his staff appear on eight 10-minute segments on crime prevention for "Senior Journal," a Saturday-morning television program for seniors. Center members are urged to watch the shows, Mr. Yagerlener said.

"Television is the only way I know to reach the isolated elderly," he said. "Those who can't or won't make it to the centers can still pick up some useful information on the show. And it runs at a time when there is virtually no other programming for adults."

DETROIT'S POLICE DEPARTMENT plays a major role in crime prevention work. For years distrusted and disliked by many residents, Mr. Yagerlener said, the force is gaining the respect of the community again, largely due to Police Chief William Hart.

G. BYRNE

Bill Yagerlener, director of the Reuther Crime Prevention Project, tells a local radio reporter about crime and the elderly.

"Chief Hart is committed to crime prevention, and the department's crime prevention staff is first-rate," Mr. Yagerlener said. "You know you can always find someone there to speak to a group and you know they'll do a good job."

Each of the city's 16 precincts has two crime prevention officers to assist in Operation ID, neighborhood watch, and other crime prevention strategies. The central crime prevention office downtown has a speaker's bureau that the Reuther program relies on for presentations.

The department is also conducting a demonstration project in neighborhood organizing under a separate LEAA grant. Concentrating on two-high crime areas--a 155-block area in the west and a 252-block area in the east—the police have undertaken to organize a Neighborhood Watch group on every block.

"We want to throw everything we know about crime prevention into these areas and then monitor to see what results we get," said Sgt. Tom Burke, the program's coordinator. "Because of the restrictions placed on police by the courts, we feel this is the avenue to take—to educate people to prevent crime."

Two full-time officers are stationed in each test area, Sgt. Burke said, and are housed in an office in a church. They work 40-hour weeks going door-to-door to recruit block watch leaders, organize meetings, and install large Neighborhood Watch signs on each block. If not able to find a willing block captain, the officers must assume that job themselves until a candidate appears, Burke said.

Once the clubs are organized, Sgt. Burke said, the officers' job is to provide the clubs with any crime prevention assistance they need.

"Their job is a passive, educational one. They're not supposed to be taking complaints," Sgt. Burke said. "Home burglary is our number one concern because it's the number one problem in these areas. We're there to try to prevent it."

Two years after the west side program started, 140 of the 155 blocks are organized, Sgt. Burke said. The east side project, only a year old, has 54 of 252 blocks organized. Burglaries in the west have dropped 48 percent since the

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test program began, and overall crime in that area has dropped 40 percent, he said.

The area officers also supply eligible homeowners with security hardware and lend apartment-dwellers alarm systems. They also operate a van escort for seniors, using volunteers from the police reserve as drivers. The Reuther anti-crime program cooperates in the effort by supplying van escort through SCAT and hardware to those who fall just below the police program's age guidelines of 60 and older.

In addition to a lower crime rate, the police have noticed a major improvement in community relations.

"It's by far the most effective community relations program I've ever seen," said Sgt. Burke, whose 25 years on the Detroit force include several years in community relations. "It wasn't intended as an empty PR effort—we went in there to prevent crime. But the rapport that has been established is the best I've ever seen. The community people say, 'These are *my* officers. I know their names and they'll listen to my problems.'"

FOR DETROIT'S RENAISSANCE to be the rebirth the word suggests, reducing crime in the city would seem essential. The Neighborhood Watch signs dotting the fashionable University District—whose $50,000 homes, transplanted in the supposedly "safer" suburbs, would fetch twice the price—attest to the extent crime has had a debilitating effect on the Detroit community.

The signs, representative of the anti-crime efforts in the city, also witness a return to the strong community ties that once were prevalent in American cities. Community crime prevention was in style before there were police departments, before a science of law enforcement even existed. If that style lacks the timeless grandeur of Renaissance Florence, the benefits it engenders—a reduction in human suffering and victimization, especially for the elderly—add up to a re-birth that could help revitalize urban America.

The Walter Reuther Center Crime Prevention Project, its affiliates, and the Detroit Police Department are working in their community to make that revitalization a reality.

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Project Profile

Tampa Seniors Help Peers Recover from Crime

TAMPA—"No, not much crime around here. People here have respect for each other. Not nearly the crime you find in other cities."

The talkative driver pulled his battered taxi into the stream of traffic, his gnarled hands shaking visibly. He retired to Florida 29 years ago, he said, and drives a cab a few days a week to pick up some extra change. His passion for bridge takes him into the local senior citizens clubs for competition. Occasionally he'll head somewhere for a major tournament.

"I look back fondly on 65, you know," he said. "I've got grandchildren in college now. Life is good here. Old folks don't have much to fear."

The cabbie is lucky. For thousands of other retirees who migrate to this land of marsh, sun, and sand, the story is sadder. They often find their "golden years" tarnished by the death of a spouse, the strangeness of a new home and climate, and the loss of lifelong friends. Moreover, they become easy marks for modern-day pirates who prey, like their 17th-century namesakes who sailed the waters of Tampa Bay, on the weak and unsuspecting.

Esther Steltz, a 77-year-old retired schoolteacher, came looking for the good life, too, and she found it. Then last August a teenager made a grab for her pocketbook as she was entering a Tampa shopping mall. Finding the bag hopelessly tangled in his victim's arm, the thief threw her to the ground, shattering her right hip as well as her sense of security in a town she thought she knew well.

NLW Elva Thomas (back to camera) pays a visit to victim Esther Steltz.

"During these 12 weeks, I have been robbed of the ability to lead a normal life," she said. "I have always been active and independent but because of this hip fracture, I have become dependent and have suffered much pain, still not knowing how long this will continue. Nothing can compensate for this loss."

As painful as the hip injury is the knowledge that several persons who watched the assault came to her assistance only after the thief had escaped.

"Don't you think those people who saw it happen could have done something? They said they thought it was a prank!"

Fortunately, Esther Steltz was able to find someone to help. Staff from the Victim Assistance for Older Adults (VAOA) program visited her in the hospital, found her a walker, and generally helped her along the road to recovery.

Mrs. Steltz is one of more than 5,600 elderly crime victims contacted since the VAOA program began serving the city of Tampa and Hillsborough County in January 1978. In its first year of operations, the program helped nearly twice the number of victims it expected to see and has held scores more public meetings than planned in its effort to get the community involved with crime prevention.

It is in many ways a unique program, having solved a number of problems that plague victim assistance programs nationwide. It boasts an effortless, efficient referral system with the local police and sheriff's offices that ensures the program a high rate of contact with victims. Relations with law enforcement agencies have been remarkably free of conflict, program administrators say, and are getting better all the time. In fact, the police department and sheriff's office almost seem to be competing with each other in supplying the program with crime prevention aids and other tangible help.

The program is also one of the few in the nation housed within a community mental health center, providing the program with extensive professional backup help in counseling victims and training workers. Despite its affiliation with Tampa's Northside Community Mental Health Center, VAOA remains independent of the center and operates efficiently with a minimum of administrative layers.

It is, in short, a unique program serving a community that is unique in its own right.

Elderly Are a 'Hidden Problem'

Tampa is a city of contrasts, from the sleek, modern structures of downtown and the huge new football stadium that is home to the city's pride-and-joy Buccaneers, to the seedy bars and adult film shops of Florida and Nebraska avenues; from the small, squat pastel houses which are home to most of the elderly retirees, to the often-deteriorating Spanish facades of Ybor City.

Senior citizens (those aged 55 or over) make up some 26.5 percent of the city's population—slightly more than the national average. Nearly 15 percent of county residents are over 55.

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If, as VAOA Program Director Marie Apsey says, the elderly, like the area's Hispanic migrant workers, are a hidden problem in Tampa, the merchants and professionals who depend on these seniors are very much in evidence. The city is dotted with funeral parlors the way some cities are dotted with banks or quick-service food marts. Optometrists, podiatrists, and others who make their living easing the aches, pains, and failing health of the elderly are well-established occupations here.

NLWs gather to discuss cases. Ken Rhodes and Elva Thomas are center and right.

Other local residents occupy themselves by helping themselves to the small income and savings of the average retiree. Household burglary is the most common offense against senior citizens here, but there is an alarming amount of street crime perpetrated by youngsters on bicycles or on foot, like the one who assaulted Mrs. Steltz.

The elderly often are victimized repeatedly. Some 28 percent of those contacted by the VAOA program already had been victims at least once; some had been victimized as many as eight times.

Ray McCardle, 63, is one example. His modest home has been hit six times over the past few years by vandals who have trashed the furniture and stolen relatively minor belongings while ignoring the television and radios. One loss he will never forget, or forgive, was the loss of his late wife's wedding bands.

"If I could catch whoever did it, I swear I would kill them," he said. "I felt that way at the time and I still do."

Ray McCardle is the Volunteer Coordinator for the VAOA program.

"The last time they broke in, they even took one of my calling cards and the Operation ID sticker from my door," he said good-naturedly.

Mr. McCardle discovered the most recent break-in on his return from a conference of the National Organization of Victim Assistance in Philadelphia this October.

"I pulled up in my car and saw a cop in the driveway," he recalls. "The cop asked me where I had been. I told him, 'You won't believe it.' He asked me what I did for a living. I told him, 'You won't believe it.'"

A retired Navy non-commissioned officer, Mr. McCardle is known for his salty observations on life as well as his compassionate understanding of the needs of crime victims. Both traits make him singularly suited for his job with the program.

Mr. McCardle coordinates the staff of 26 Neighborhood Liaison Workers (NLWs). Generally nonprofessionals, NLWs are over age 55 and live in the neighborhoods they serve. Drawn from all walks of life, similar only in their interest in helping their peers recover from the economic and psychological traumas of victimization, the NLWs are Middle America taking care of its own.

"The NLW is the heart of this program," says Ms. Apsey. "They are the people who make it all work."

Mr. McCardle agrees. "I don't think our program would work without peers doing the counseling. You can't tell older people to do something, you have to suggest. That's where our workers come in. They're the same age and they come from the same neighborhood. By getting that neighbor-helping-neighbor feeling, we're able to overcome people's feelings that this program is just another kind of welfare."

The VAOA program has broken the Tampa area into 30 neighborhoods. The NLWs are recruited actively from each neighborhood through ads in local newspapers. Using staff from its parent agency, the Northside Community Mental Health Center, all NLWs are trained in Florida state law affecting the elderly, crisis intervention counseling, and the services available from local social service agencies. The training is supplemented twice monthly by meetings at which NLWs exchange information, contacts, and suggestions on case strategies.

The NLWs are required to be at home from 9:30 a.m. to 10:30 a.m., Monday through Friday, to await a call from the office assigning them to a new case. Names of victims are collected daily from the city police and county sheriff's offices by an NLW permanently assigned to the task. The sheriff's office provides the NLW with photocopies of all crime reports. The police department provides similar reports on the previous day's crimes from which the NLW gets his needed information.

After their original contact with a victim that same day, the workers by-and-large set their own schedules, decide when to terminate a case and when to make referrals to the center staff for intensive counseling or to other social agencies for help with food, housing, and medical care. Their reports of each case are reviewed by Ms. Apsey and Mr. McCardle, but each worker is encouraged to act as he or she thinks best, Ms. Apsey said.

In return for their efforts, they are paid $3.60 an hour plus 16 cents a mile. The administrators of the program believe they are getting a bargain.

"We know that most of these people never put down the full number of hours they work and they ask very little in mileage," Ms. Apsey said. "A lot of them have worked since the program began without a vacation, although they are entitled to one. That takes a lot of dedication."

Some, like Mr. McCardle, have been victims themselves. The program's first client and a former NLW, Mr. McCardle tells clients about his six burglaries and shows them color photos of the damage done on one occasion. Those who have seen him in action comment on both the sense of violation and anger and the understanding he brings to his sessions.

Many NLWs have undergone the same life traumas their clients have faced through losing a spouse, facing failing health, and living on a fixed, if moderate, income.

"The NLW's are not only performing a great service to others," Apsey said. "They're getting a lot in return. There are a lot of needs being met there."

Each NLW has his own style of dealing with clients. Elva Thomas, who did social work in Michigan before returning to her home town of Tampa, reminds one of the kind neighbor who comes to tea. She helped Esther Steltz through her long recovery period.

Ken Rhodes, who retired in Tampa in 1960 after more than 30 years as a salesman and sales manager for various firms, says he never left his profession behind.

"This is really a selling business," he said. "First you have to sell victims on the idea that you can help them and that you're the best person in the world to do so. Then you have to sell them on a plan of action while letting them think it was all their idea. It's not so simple as you might think."

Mr. Rhodes has earned himself a reputation as an aggressive, persistent worker. In October, he says, he worked 60 cases, about twice the average NLW caseload. He recently recorded his first rejection by a client since joining the program four months after it started.

It was Mr. Rhodes who first contacted the office of U.S. Representative Sam Gibbons, for help in quickly replacing a Social Security check stolen from a client. The usual wait is from two to six months for replacement. VAOA has now set up a permanent cooperative arrangement with the congressman's office which lessens the waiting to a matter of weeks.

Mr. Rhodes seems to have made lost checks his specialty. Once when nosing around the police property office, he noticed an envelope bearing the name of a client of his who had been robbed of, among other things, a Social Security check. After cajoling the clerk out of the envelope, he opened it to find the stolen check inside, torn in 32 small pieces.

"I sat down at the table and worked that check like it was a jigsaw puzzle," he recalled. "Let me tell you, it was a mess of scotch tape by the time I was done with it."

Mess or no, a supermarket cashed the check for the client, saving weeks of waiting and providing the client with life-sustaining money immediately.

VAOA's training program and its reliance on the ingenuity and good sense of its NLWs seems to have paid off. In its first year nearly 75 percent of those victims contacted agreed to accept some help from the program, even if it was just a talk.

"The overwhelming response from victims, whether or not they want or need our help is, 'It's nice to know that someone cares,'" one NLW says. "Oh, sometimes you get yelled at about interfering in private affairs, but once they stop yelling they usually apologize and thank you for your interest."

Most clients have been found to need crime prevention education and more than half needed crisis interven-

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Staff Profile

Marie O. Apsey, VAOA Director

Like many of the people whose cause she espouses, Marie Apsey is an immigrant to the year-round sunshine of Tampa. A native of upstate New York, she moved to Florida with her parents in 1962 and, outside of two years in Washington, D.C., has made it her home ever since.

A relative newcomer to work with senior citizens, she holds bachelor's degrees from the University of South Florida in social science and secondary education. At one time, she considered a career in guidance.

"But I've always liked grants; in fact I've never had a job where I wasn't working on a grant of some kind," she says. "I find it a challenging sort of work to do."

She came to work with the problems of older adults by way of a program dealing with another nagging societal problem—that of drunk driving. She worked five years in Tampa on a federal Department of Transportation grant to the local Alcohol Safety Action Program (ASAP). Her work there, followed by similar experiences at a D.C.-based consulting firm, brought her into close contact with emergency medical services and with the criminal justice system.

"I got a good exposure to the criminal justice system and I became fascinated by it," she said. "I began to think about the way justice was administered and to see some of the places it failed."

The ASAP program was instrumental in changing much of the information-gathering forms used by the police and court system, she said, and led naturally to her involvement with the VAOA program.

tion counseling. Since most victims are reached within 48 hours after the crime, Ms. Apsey said, the counseling can be an important factor in their recovery.

The NLWs are trained to be on the lookout for other services their clients need, such as medical care, food stamps, or clothing. Referrals are then made to other local agencies. The program can also provide improved security door and window locks but has so far received few requests for them.

A Troubling Phenomenon

While pleased with the efforts her neighborhood workers have made in dealing with clients, Ms. Apsey is disturbed by a problem she senses in some of the program's clientele, and is planning additional NLW training sessions to meet the problem. It is the seemingly uncomplicated acceptance with which many victims react to their victimization.

It is a reaction that workers in Tampa have noted in numerous cases, and it seems most perplexing in cases of assault or robbery. A case in point: A 68-year-old woman visited by Mr. Rhodes recently had lost her last $14 to a bicycle-riding teenager who grabbed her purse.

On the surface, she accepted the loss calmly, although she and her husband face a $900 hospital bill and both are now too ill to work. At the time of the attack, she had been on her way to apply for food stamps.

Even Mrs. Steltz, who suffered so much pain as a result of her violent attack, has presented a calm, charitable attitude toward the incident, reciting an often-heard comment that "the Lord must have had some reason for it."

This pattern is by no means confined to Tampa—it is reported in victim services projects nationwide. New York psychiatrist Martin Symonds (see Fall 1978 *Newsletter*), noting the calm that many older people display in the wake of a traumatic event, believes there are at least two kinds of reactions occurring. With some, he says, that behavior reflects a genuine emotional maturity, part of the wisdom of old age.

But with many, Symonds fears that the surface calm indicates that "denial" is at work. This is a natural coping device by which we refuse to recognize the existence of an emotionally-charged event in our lives. A common by-product of denial is depression, so Dr. Symonds looks for signs of depression in calm, elderly crime victims—such as a reluctance to make eye contact, listlessness, or an unkempt appearance in a usually well-groomed person.

"We're beginning to see a pattern, especially in the more violent crimes and in fraud, that victims reject our services," Ms. Apsey said. "We're even finding cases where a victim who appears calm and stable shortly after the crime begins showing signs of distress six months later."

The NLWs will soon begin receiving training from the center's staff gerontologist once or twice a month, she said, to improve the workers' awareness of signs of hidden stress and to give them an array of techniques to use in drawing out the victim.

"We've been concentrating on the basics so far, things like getting the victims food, eyeglasses, and other services," she said. "We hope now to improve our skills in this important area."

VAOA already has had a major impact on the way in which Florida's LEAA monies are being spent in the

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She joined the program as its evaluator in January, 1978, took over the management information system and began an extensive search into the available literature on crime and the elderly for relevant, local statistics.

"I went looking for hard-line data, not philosophical ideas," she said. "So much of the information I found was just too general and I felt I needed statistics to support some of the generally-accepted ideas about crime and the elderly."

Her work with the program made her think about the plight of the elderly, "probably for the first time in my life," she said.

"Like most people I rarely gave much thought to the elderly," she said. "Or if I did, it was to become impatient because they drove too slowly, or moved too slowly in line. But I began to see that seniors really are a silent minority whose problems are largely out of the public eye."

When the director's spot became open in January 1979, she was chosen to fill the vacancy. Her co-workers hold her in high esteem and generally praise her efficiency and concern.

For her part, Ms. Apsey says the experience has been a renewal of faith in individuals and institutions she once doubted were worthy of faith.

"You'd be amazed at the number of kind, caring people there are in this program, in the general population and in the other social service agencies," she said. "The popular image of a social service agency is one of cold, uncaring bureaucrats. Through my work here, I've met any number of people who really care about what they do."

Caring for others is a family affair for Ms. Apsey. Her husband, Martin, is a former Tampa policeman who now runs a similar program aiding victims of all ages in an adjacent county. The VAOA program also has been the inspiration for several other programs in the state.

If there is one way to characterize her work, she said, it might be as "throwing potatoes."

"I heard of an incident in World War II where a group of soldiers ran out of ammunition, so they just started throwing potatoes at the enemy," Ms. Apsey said. "Of course, it didn't accomplish much, but it kept morale up until things could get better. I sometimes feel that's what we do here. There's only so much we can do for these people, but by throwing potatoes we can help keep their morale up and put back in their lives some of the control that crime has taken away. And when you get right down to it, that's not such a minor thing." *GB* area of elderly victimization. Maxine Michael, the crime and the elderly specialist in the Bureau of Criminal Justice Assistance (BCJA), the LEAA state planning agency for Florida, is a gerontologist by training and was formerly on the staff of the VAOA program.

"The Tampa program made me very excited about the idea of older people helping older people," said Ms. Michael. "Not only do the elderly know what is best for their peers, but using seniors is by far the most efficient and effective way to go. And there's another side-effect which is equally marked. It's amazing to see what happens to seniors once they've worked in this project for a while. Their whole self-image changes."

As part of the Florida comprehensive plan in this area, the BCJA recently issued a request for proposals to compete for $100,000 in state funds for demonstration projects to combat elderly crime and the fear of crime. To provide an incentive for projects to follow the VAOA "model," the RFP promised extra "points" for projects using non-professional staffing.

"I really believe that using paid part-time elderly staff or senior volunteers is the way that all aging social services will be going in the future," Ms. Michael said. "The advantages are just so great."

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Lesson No. 15

Handout #2
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Project Profile

Baltimore Victim Program Turns to AAA Funding

When the Victim Assistance Program for Older Baltimoreans developed a videotape crime prevention presentation for seniors in 1974, the program was considered to be the cutting edge of the senior anti-crime movement. The three tapes, on robbery, burglary, and assault, were part of an integrated program to educate seniors on crime problems. The video program itself was widely imitated in cities like Wilmington, Delaware, and Hartford, Connecticut.

Today, the Baltimore program, along with a handful of others, is again in the vanguard of anti-crime programs for the elderly, in some ways well ahead of the rest. For the first time since it was set up in the city's largest downtown senior center, the Waxter Center, the program is beginning to mobilize a rapid-response system to all the city's known elderly victims. That service, paralleling one recently established by Senior SAFE in Los Angeles (*CJE Newsletter*, Winter 1979-80), points to a new alliance between public agencies that can bring stability to victim service programs for the elderly.

Both the Baltimore and Los Angeles programs reflect a growing understanding among senior service providers that their elderly clients need special help in avoiding crime and recovering from crime's tragic aftershocks—help that can be provided as an integral part of a senior center's daily operations. Victim assistance advocates, for their part, are discovering in senior centers a reliable, established institution in a period of austerity budgets affecting many social programs and criminal justice experiments. Senior centers also are being viewed as an efficient means to reach the elderly, at least those who frequent the centers, and to cloak such programs in the mantle of familiar legitimacy that leads to greater acceptance by an elderly population skeptical of many such social service programs.

Also like its West Coast counterpart, the Baltimore victim service program is facing the end of its federal grant funding. And, like Los Angeles, Baltimore Program Director Michael LaChance turned to a source of funding that traditionally has shied away from senior anti-crime programs—the area agency on aging. Given the bleak future commonly held for LEAA, the AAA course is one that many senior anti-crime programs may have to travel if they are to survive.

Though the Los Angeles and Baltimore AAAs have seen fit to fund their respective victim assistance programs, any such changeover is problematic. In Baltimore's case, strains associated with the funding shift led, in part, to the resignation of LaChance and the possible resignations of his three staff members.

The staff turnover comes at a crucial juncture in the life of the program. After six months of work by the program staff and the Baltimore police community relations unit, an efficient referral system was only recently established by directive of Police Commissioner Donald D. Pomerleau. A corps of senior volunteers now is set to begin a peer counseling program for elderly victims similar to a program in Tampa, Florida (*CJE Newsletter*, Fall 1979).

It comes, too, at a time when the program is most visible in the city. The local CBS television affiliate is broadcasting a series on senior crime victims in which the victim services program plays a prominent role. The TV exposure, along with the improved referral system, could mean a sudden influx of victims at a difficult time for the staff.

"The program will still be here," LaChance said in April. "I think there's a feeling that the program has succeeded in doing a good job."

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Michael LaChance, former director of the Baltimore Victim Assistance program.

When LEAA funds expire in July, an interim AAA grant will carry the program through to September when a full-year grant under Title III of the Older Americans Act, managed by the local AAA, will support the program. The three-year grant, renewable each fiscal year, is expected to carry the program until the city decides whether to fund the program itself—a move that was widely expected to happen this year until a budget shortfall forced Mayor William Donald Schaefer to order large budget cuts.

The program that faces the 80's with a new staff and a new source of funds is one that seems to do a great many things right, despite a small staff and low salaries. The staff offers the usual over-the-phone (and some in-person) counseling and referral services to its clients. The location in the Waxter Center, generally cited as a model multipurpose senior center, makes victim referrals to other social service agencies quick and relatively free of stress.

The program also offers an escort service for victims. Staff lawyer Peter Dwyer provides free legal counseling for victims, accompanies them to court, and helps them file for the state victim compensation program. In fact, the program gave the state Criminal Injuries Compensation Board many of its first cases in 1978. To date, the program has helped 19 victims receive nearly $30,000 in compensation.

Staff have long since developed a close working relationship with the police, and that undoubtedly helped in the campaign for the new referral system. Instead of reaching victims three to six weeks after the incident, a time when victims are frequently impervious even to the best counseling, the new system will allow for contact two days after the crime.

Police officers will now be required to tell victims 60 and over about the program and will fill out a short referral form, a copy of which gets to the victim assistance program staff within two days of the incident, LaChance said.

Cooperating with the police also means giving crime prevention lectures at the monthly police-community relations council meetings—an opportunity to reach thousands of elderly persons with crime prevention materials.

It is the small things done well, though, that make the program interesting to watch. Like the way LaChance impresses on seniors the concept of police officers as friends in the community who should be called on in quiet times, not just in emergencies. Or the way counselor Joan Biegeleisen will let an elderly client describe every minute detail of her assault when a summary would do, and then to acknowledge the woman's need to be touched by holding her hand for reassurance.

One small feature of the program deserves special note. Occasionally the program calls up former victims and invites them to attend a special follow-up crime prevention session at the Waxter Center. At the opening of the session, LaChance tells the assembled clients of the common bond they share: they have all been victims. The emotions felt by the participants are evident in the looks they exchange when this bit of information sinks in. "They suddenly realize they're not alone," LaChance says. "Some of the guilt they feel can be dispelled by realizing that other people just like them have also been victims." Usually the crime prevention tips that are offered in these sessions are woven into the issue that is still on the participants' minds—their victimization.

Counselor Joan Biegeleisen listens as a victim tells her story at a recent crime prevention refresher course.

One recent session helps to explain why. Although it had been several months after the incident for the dozen participants (and in one case it was five years), most were still ventilating their anger, fear, guilt, and frustration over their victimizations. Many had been brutalized during the crime, thrown to the ground for a few dollars, and some threatened with a gun or knife.

Their anxious questions, asked more in hope of a reassuring response than for a definitive answer, reveal much about the elderly victim. *Why didn't they find who did this to me? Why can't the police arrest someone without a warrant? I'm afraid to call the police; won't they get mad at me if I call them when I'm afraid and they come and nothing's wrong?*

"I didn't feel anything," one woman said. She had been roughed up by a pursesnatcher while waiting for a bus. "I got home and all of a sudden I hurt so bad I couldn't get up the stairs."

The hurt didn't stop in her legs. She had told this story to program staff before, shortly after the incident. Months later, she couldn't recall ever having told it to anyone.

"When something like that happens, your whole body feels it," she said anxiously. "But you should get over it. It shouldn't still bother you so long afterwards."

The 12 victims spoke openly with each other about the ways they had been victimized—the "rat inspector" who stole the rent money; the young thug who lulled his victim through casual conversation before sneaking up on her; the thief in the bank who marks his victims with chalk for his confederate to pick up outside.

The program also shows its mettle in its willingness to take chances. A peer counseling program, which should be in operation by now, is run without an additional dollar in the budget or an additional staff member. It was developed by a graduate student from Western College who picked up class credits.

"We knew that we could better serve our victims by getting more counselors, but there just isn't the money or staff to handle it," LaChance said. "We've always tried to keep this program small to better its chance of surviving when large, heavily-funded programs fail. This corps of volunteers will be invaluable in meeting the victims' needs."

The 10 volunteers will work out of their homes, LaChance said. All will be seniors themselves, trained by the program staff and available daily to contact elderly people in their neighborhoods who have been victimized.

Unlike similar programs elsewhere, the Baltimore volunteers will not be paid a stipend or even car fare—there simply isn't any money in the $68,000 budget to do so. The new volunteers will do everything paid staff have been doing except for authorizing emergency funds for food and other necessities after a victimization.

But the success of the volunteer program and the new referral service will depend in large part on the ability of the staff to supervise the two new functions. And with the possibility of operating with an entirely new staff, the Victim Assistance Program for Older Baltimoreans has its work cut out in the months ahead.

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Lesson No. 16
Page No. 1

LESSON: Communicating with Groups: Crime Prevention Education, Part 1

TIME: 90 minutes **This lesson corresponds with Chapter** 13 **in the handbook.**

OBJECTIVES:

In this session, INSTRUCTOR should:

1. Explain the importance of using a systematic process to plan a crime prevention educational session for seniors.
2. Describe the steps in the planning process.
3. Present the tools for writing specific instructional objectives.
4. Give reasons for evaluating a training session.
5. List the four types of evaluation.
6. Develop, with the participants, a list of questions to be included in each of the types of evaluations.

At the end of this session, PARTICIPANTS will be able to:

1. Identify the steps in preparing for, conducting, and evaluating a crime prevention training course for the elderly.
2. Write training objectives which are specific, measurable, and reasonable on several crime prevention topics.
3. List the four main reasons for evaluating crime prevention training.
4. Develop a list of questions to be included in each of the three types of training evaluations.

METHOD:

- Small group exercise.
- Brainstorming.

TRAINING AIDS:

- Flipchart easel, newsprint, markers, masking tape.

MATERIALS:

- Handouts: 1. Goal: To develop a crime prevention training for the elderly;
  2. Hypotheticals on Setting Training Objectives.

COMMENTS: The topic of Communicating with Groups: Crime Prevention Education (Chapter 13 in the handbook) has been divided into three lessons. This lesson covers planning and evaluating crime prevention education. Lesson 17 covers training techniques and conducting the training. Lesson 18 gives students the chance to develop a hypothetical training session.

LESSON OUTLINE	INSTRUCTOR GUIDELINES

(10 min.) Based on the knowledge you've gained in this course, you may have the opportunity to educate groups of elderly persons on the topic of crime prevention.

Traditionally, crime prevention education for senior citizens has been restricted to one session, often led by a police officer, in which a short lecture is given and a film is shown. In spite of the fact that these programs reflect the officer's knowledge and dedication to the cause of crime prevention, there are several problems with this approach:

- There is too much information crammed into one session for participants to be able to digest it all;
- There is no way to tell if the participants learned anything;
- It is not possible to learn if the session will change participants' behavior;
- The approach can imply that participants are seriously vulnerable to crime without a chance to explore that question, and without offering help to change habits and homes. Thus, fear levels might be raised, rather than lowered.

This lesson will explore an alternative approach to crime prevention education. It will focus on how to use a systematic planning process to prepare for crime prevention education sessions. This approach includes the following highlights:

- Time is spent prior to the training in analyzing the local crime rate and needs of the particular participants;
- Training objectives are written for a session or sessions which are tailored to the findings from the needs assessment;
- Based on these objectives, a plan for evaluating the session is developed;
- Participatory training techniques are used to maximize the participants' learning and retention.

LESSON OUTLINE	INSTRUCTOR GUIDELINES
(15 min.) Please look at the handout which I am distributing. This is a flowchart depicting the process for developing a crime prevention training program for senior citizens. I will briefly explain each step now, and we will discuss them later in greater detail.	Distribute Handout #1: "Goal: To Develop a Crime Prevention Training for the Elderly."

Steps on the flowchart are:

- Assess participants' needs.

First assess the crime problems of the community and of the particular participants of your session to make your subject matter and training techniques as relevant as possible.

- Set goals.

This defines your overall direction. The following goals are examples:

1. To provide an elementary knowledge of typical crimes and frauds to which the elderly are subjected.

2. To change not-very-prudent habits and actions to precautious behavior so that personal security will be increased.

3. To build self-confidence and an awareness of one's environment so that citizens feel an increased sense of control over the dangers of their daily lives.

4. To provide reassurance and reduce feelings of isolation by connecting seniors to the network of resources available to them.

- Select content.

To select the subjects you will cover in your session, base your choice on the results of your assessment of the crime problems of the community and of the participants.

- Write objectives.

There are several reasons for setting specific instructional objectives, which you identify at the beginning of the session:

LESSON OUTLINE	INSTRUCTOR GUIDELINES

1. Both you and the participants will be clear at the outset of the session about what you intend to accomplish.
2. You will be able to evaluate the session because the objectives give you a way to measure success.
3. Participants will be able to assess their own progress.

Examples of such measurable objectives are:

"At the end of this session, participants will be able . . .

1. To list the advantages and disadvantages of reporting crime to the police;
2. To call the police emergency phone number;
3. To list steps to take before leaving home for several days."

- Select appropriate training methods.

In order to accomplish your instructional objectives, you will want to select appropriate methods to use in your session, such as films, role plays, or demonstrations.

- Develop training plan and conduct training.

We will be discussing tips for planning and conducting the training in other lessons.

- Evaluate training.

As I said, after you conduct crime prevention training sessions, you should attempt to assess their effectiveness, using some form of evaluation.

(5 min.) Has anyone ever given or attended a crime prevention session for senior citizens? If you have, do you remember what kind of objectives were used by the person doing the training?

LESSON OUTLINE	INSTRUCTOR GUIDELINES
What do you think are the objectives of crime prevention training?	Write their answers on a flipchart and tape the list onto the wall. Answers you may receive are: - To teach seniors the most important crime prevention tips; - To help seniors understand crime prevention techniques; - To reduce crime against seniors; - To reduce fear among seniors.
(5 min.) What are the difficulties with the traditional crime prevention objectives of reduced fear and reduced crime?	If you do not get sufficient replies, explain to the class.
Fear is not easily defined. Decreases in fear can't be measured without sophisticated data collection techniques. Reduction of fear cannot be adequately measured on a short-term basis.	
It is difficult to use "reduction of crime" as an objective, since reported crime data categorized by victims' ages are often not available from the police. Crime statistics don't include unreported crime--and many people, seniors included, do not report crimes. Victimization data can't be tied directly to crime prevention education sessions because there are so many other factors which contribute to crime reduction.	
(5 min.) Let's review the elements of good crime prevention training objectives.	List the key words from each on the flipchart as you mention them.
The basic elements of good training objectives are:	

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LESSON OUTLINE	INSTRUCTOR GUIDELINES
1. The kind of behavior which is included to demonstrate that learning has occurred is observable. 2. The acceptable level of performance for the behavior to be measured is stated precisely. 3. In some cases, instructors also list the conditions under which the trainee's behavior will be assessed, e.g. whether they will be observed in the classroom, or elsewhere, whether they can use books to take tests, etc.	
(10 min.) I am distributing a handout with three hypotheticals. Let's read # _____. It includes a trainer's plans for a senior citizen crime prevention session.	Distribute the Handout #2, the hypotheticals. Select one of them for use in this session, depending upon participants' interest in the three topics.
Please break into small groups of 4 or 5 and appoint a recorder for each group. Discuss the hypothetical, and write two or more good training objectives for the session.	Circulate around the room to see that the participants remain on target. Remind the participants when 5 minutes remain.
(10 min.) I'd like each recorder to report on the objectives his or her group developed. After each recorder finishes, will the other groups please comment on the objectives just read?	
(10 min.) Now, we will turn to the subject of evaluation. By setting specific training objectives, as we have done, the task of evaluation becomes much easier.	
Let's first review the four main reasons for evaluation. They are: 1. To determine if participants achieved the immediate training objectives;	

LESSON OUTLINE	INSTRUCTOR GUIDELINES
2. To assess immediate participant reaction; 3. To assess trainer performance; 4. To assess the impact of the training on participants' behavior.	
Can you think of examples of ways that these four purposes can be met.	Answers you receive should include: - Questionnaires distributed at the end of the training; - Comparison of trainee performance at conclusion with training objectives; - Self-assessment questionnaire trainer answers him-/herself; - Use of participant-observers to assess training and/or trainee performance; - Tests given before and after the session. - Post-training follow-up questionnaires.
(5 min.) Take a minute to switch roles with me in your minds. Pretend you are giving this entire course. You have been asked to develop evaluation questionnaires for this course that assess participants' immediate reactions to the course, your own performance, and changes in participants' behavior resulting from the course. By the way, achievement of immediate learning objectives can be measured simply by comparing the objectives to trainees' performance. Take a few minutes to think about how you would go about this evaluation.	
(15 min.) Now let's discuss the questions to be included in any questionnaire given to participants.	Write each of the headings below on a separate piece of newsprint. Write questions under each heading as they are suggested. If participants are

LESSON OUTLINE | **INSTRUCTOR GUIDELINES**

hesitant, elicit responses with leading questions.

Answers you should receive include:

Immediate Participant Reaction

- Did the instructor talk loudly enough?
- Was the session too long? Too short?
- Were you able to participate?
- Would you recommend the class to a colleague?

Instructor Performance

- Was the participation adequate? Did the number of people participating stay constant as the session progressed?
- Did you stick to your schedule? Were schedule changes helpful or harmful?
- What went better or worse than expected?
- Were your training techniques interesting?
- Were you confident?
- Did you know the material?

Impact Change in Participants' Behavior

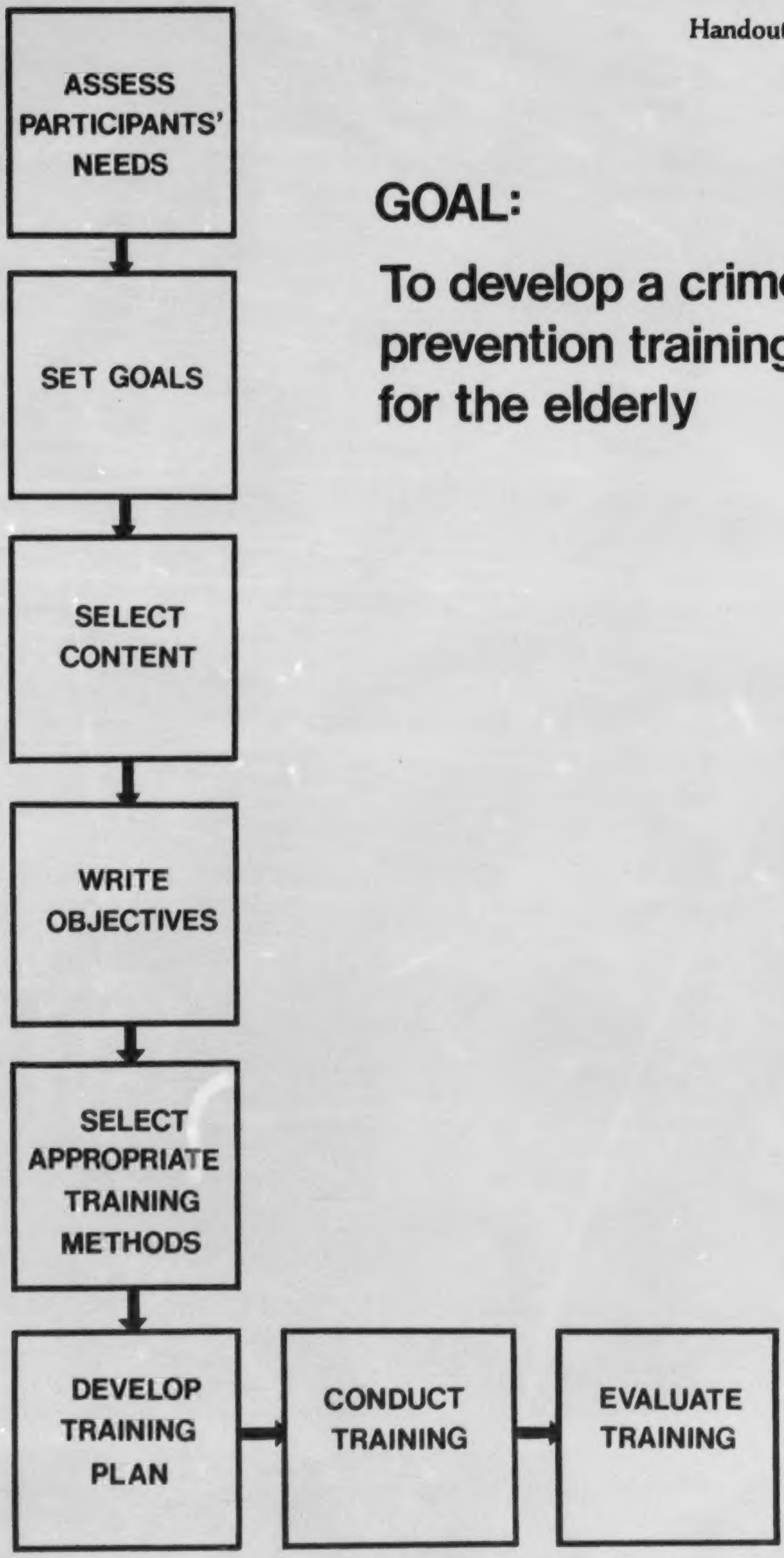
- Do the participants remember key points of of the course?

LESSON OUTLINE	INSTRUCTOR GUIDELINES
	- Have they used any of the materials in the course? - Have they acted on any of the course's recommendations? - Have they changed any habits?
Now that you know how to go about planning a crime prevention training session, and have some ideas for evaluating its effect, we will move on to the subject of conducting a session. That will be the topic of our next lesson.	

Lesson No. 16

Handout #1

STEPS:


ASSESS PARTICIPANTS' NEEDS
SET GOALS
SELECT CONTENT
WRITE OBJECTIVES
SELECT APPROPRIATE TRAINING METHODS
DEVELOP TRAINING PLAN
CONDUCT TRAINING
EVALUATE TRAINING

GOAL:

To develop a crime prevention training for the elderly

Lesson No. 16

Handout #2

HYPOTHETICALS FOR MODULE #16: SETTING TRAINING OBJECTIVES

1. A trainer wants to teach seniors about property protection. This topic can include: (1) ways of making property in your house more secure when you are not at home, (2) the approaches taken by burglars to gain unforced entry into homes, (3) the protective services available to seniors from police or other programs, (4) what they should do if they arrive home to find their house has been burglarized, and (5) what to do when going on a vacation. The trainer is unsure about which topics to cover. He can only cover three of these five topics. He wants to be sure that the seniors in attendance will learn something they can use.

2. A trainer wants to hold a crime prevention education session for seniors on "protecting yourself on the street." Topics he could cover include: (1) techniques for avoiding muggings, (2) safety tips for seniors riding buses, (3) safety tips for seniors going shopping, (4) direct deposit of checks into the bank, and (5) techniques for coping with pursesnatchings. He can only cover three of these topics, and wants to cover those for which training objectives can be written most easily.

3. A trainer wants to hold a crime prevention session for seniors and has to cover consumer fraud and con games in one session. However, he is confused by the number of potential topics. These include: (1) ways to report consumer fraud or con games, (2) typical con games, (3) techniques to avoid con games, (4) sales frauds to be wary of, (5) ways to detect fraudulent salespersons, and (6) fraudulent practices in the sale of health insurance. The trainer only has time to cover four of these topics. He has to write training objectives for these topics.

Lesson No. 17
Page No. 1

LESSON: Communicating with Groups: Crime Prevention Education, Part 2

TIME: 90 minutes **This lesson corresponds with Chapter** 13 **in the handbook.**

OBJECTIVES:

In this session, INSTRUCTOR should:

1. Introduce participants to the importance of using participatory techniques in teaching crime prevention to the elderly.
2. Present a variety of training techniques, defining each and leading a discussion on their relative values.
3. Discuss tips for conducting a training for the elderly.

At the end of this session, PARTICIPANTS will be able to:

1. Identify five types of training techniques, including some strengths and limitations of each.
2. Name three criteria one should use in selecting training techniques for specific training sessions.
3. List three ways learning can be increased in a training session or sessions.
4. Identify 10 practical factors to be considered when conducting a crime prevention training for seniors.

METHOD:

TRAINING AIDS:

- Flipchart, newsprint, markers, masking tape.
- Overhead projector and screen.
- Transparency: "The Cone of Experience."

MATERIALS:

- Handout: --Tips for Conducting Training.

COMMENTS: The topic of Communicating with Groups: Crime Prevention Education (Chapter 13 in the handbook) has been divided into three lessons. This lesson covers training techniques and conducting the training. Lesson 16 covers planning and evaluating the training. Lesson 18 gives students the chance to develop a hypothetical training session.

LESSON OUTLINE	INSTRUCTOR GUIDELINES
(10 min.) When choosing the training techniques to use in a session, one should consider the strengths and weaknesses of each one. I'll show you now a transparency which illustrates how various techniques are related to the amount of information which is retained. This "Cone of Experience" graphically shows that, according to research, people learn best when they actively participate in the learning process. Let's look at the cone, starting from the top, and discuss the various learning activities.	Show the transparency "The Cone of Experience" and go over the information on it.
(10 min.) During the course of these classes, you've been exposed to a number of different training techniques. Let's name the different techniques you experienced, as well as others that you know about.	Write answers on the flip chart. They will include: -Presentation by teacher or guest speaker -Demonstration -Film -Role play -Small group exercise -Case study -Handouts -Series of classes -Combination or techniques -Brainstorming
(20 min.) Let's discuss each of the techniques listed. I'd like you to give me a description of each, and your thoughts about their strengths and weaknesses. We'll take each techniques separately.	Here is a summary of their strengths (+) and weaknesses (-): Lecture = a person stands before a group and gives a speech. + It is easy to prepare. + Few variables will affect its delivery. - People generally remember little of what is said, especially after the first 10 or 15 minutes. Film/Slides = still or moving pictures with narration. + The combination of verbal and visual input can greatly increase retention. + A good number on this topic are available, some of which are very suitable for elders. (continued)

LESSON OUTLINE | **INSTRUCTOR GUIDELINES**

Films/Slides (continued)
- Films or slides may not be available.
- Resources (rental money or projection equipment) may not be available.
- Audience is mostly passive, not participating in training.

Role Play = simulation of real life situation. The participants act out the characters who are involved, imitating their attitudes and behavior.
+ Provides a context for participants to express themselves. It is often less threatening to speak through another character than to speak for oneself.
+ Sensitizes the players to a variety of different attitudes and motivations. By playing a character with a different viewpoint from one's own, a person can develop an understanding of others.
+ Gives the participants an opportunity to practice techniques in a close-to-real-life situation, which should facilitate using the techniques in the real world.
- Requires energy and skill on the part of the instructor.
- Requires a large enough room to allow participants to break into groups with minimal distraction.

Presentation by guest speaker = lecture by an outsider, someone with special expertise, experience or renown.
+ Change of actors holds participants' attention for a while.

Lesson No. 17
Page No. 4

LESSON OUTLINE	INSTRUCTOR GUIDELINES
	Guest Speaker (continued) + Presents information from an authority. + Validates information presented in class, and from reading. - Speaker may not stay on target, straying from the subject matter or talking overtime. - Trainer loses control of a segment of the course. Small Group Exercise = breaking a large group up into groups of 3 to 9 to accomplish a specific task. + Gives more people an opportunity to speak. + May encourage shy people to participate. + Sense of competition between groups may result in superior products. - Requires a room where chairs and tables can be rearranged, or the availability of several rooms. - Decentralized authority can lead to task going in an unintended direction.
(10 min.) Based on these pros and cons, then, what are some criteria one should use to select trainin techniques for a specific session to be held?	Suggested responses: -Physical training space (arrangement and size); -Size of group; -Time frames; -Variety (not three films in a row; -Background of participants (education, homogeneity, interests); -Resources available.
(10 min.) If one of our most important goals is to have senior citizens remember and use the information they get in class, what are some ways--in addition to using participatory techniques--that we can feel more sure that will happen?	Suggested responses: -Handouts, for reference after class; -Key words to help remember important points; for example (continued)

LESSON OUTLINE	INSTRUCTOR GUIDELINES
	the word "SAFE" can be used as an acronym as follows: S=Secure one's environment; A=Avoid places you know are dangerous; F=Flee from danger; E=Engage the attacker if all else fails. -Homework assignment, to take lessons home; -Series of sessions, to review and reinforce previous sessions, to test new behavior at home, and to be able to raise questions about problems that arise.
(30 min.) Regardless of the content of the training or the techniques selected, certain practical factors must be considered when conducting a training for older persons. A supportive learning environment enhances motivation and information retention.	
I'll list five factors to be considered when planning a training on the flip chart.	Write each factor on the top of a separate sheet of newsprint and tape them to the wall: -Interference -Lighting -Temperature -Physical Problems -Review of Training Materials.
I'd like you to give examples of specifics under each of these factors which need to be kept in mind when you are planning education sessions for senior citizens.	As specific tips are made, write them under the appropriate category. Answers you will receive are listed on Handout #1 "Tips for Conducting Trainings." At the end of the class, distribute the handout. Mention any tips which have not already been covered in the discussion.

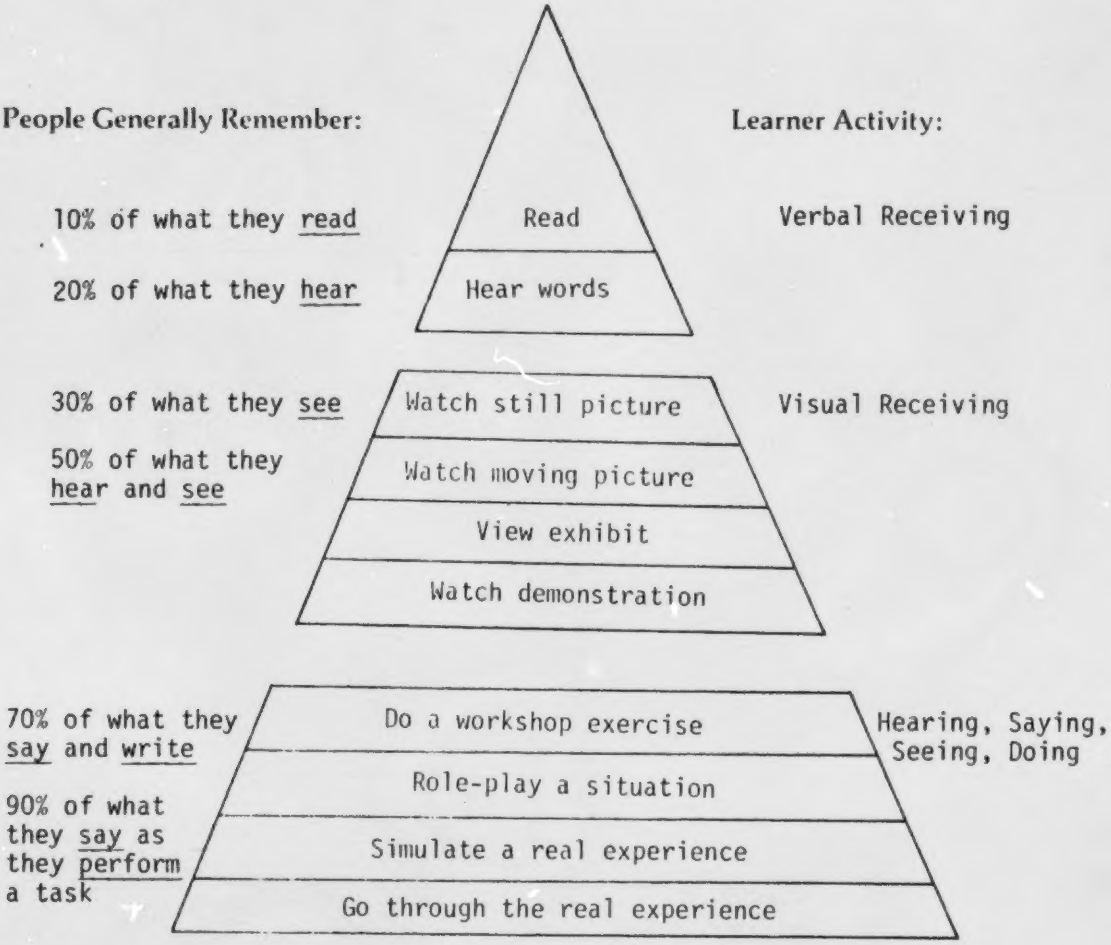
Lesson No. 17

Transparency

INVOLVING THE LEARNER

Extensive controlled research has shown that people learn most when they actively participate in the learning process. Edgar Dale's "Cone of Experience," below, shows the relative effectiveness of various learning activities.

Cone of Experience


People Generally Remember:
Learner Activity:
10% of what they read
Read
Verbal Receiving
20% of what they hear
Hear words
30% of what they see
Watch still picture
Visual Receiving
50% of what they hear and see
Watch moving picture
View exhibit
Watch demonstration
70% of what they say and write
Do a workshop exercise
Hearing, Saying, Seeing, Doing
Role-play a situation
90% of what they say as they perform a task
Simulate a real experience
Go through the real experience

(Adapted from materials produced by Dr. Katherine Tift for the National Drug Abuse Training Center. For further information on Dale's "Cone of Experience," see Wiman, Raymond V., Educational Media, Columbus, OH: Charles Merrill Co., 1969.)

TIPS FOR CONDUCTING TRAININGS

Interference

1. Distractions and noise should be minimized as much as possible.
2. An appropriate time for a training should be planned in advance. If it is scheduled too close to another activity, many people may get restless and anxious for the training to conclude.
3. Isolation often creates a need for attention. A number of senior citizens sometimes make the best of diminishing opportunities to speak, and that can impede the group process. It is helpful to include a question-and-answer session at the end, and if earlier sections of the presentation are getting bogged down, gently interrupt and ask if the discussion can be taken up again later. By writing the subject on a blackboard or easel, the presenter lends dignity to the person he has interrupted, and offers an implied promise that the person's interests won't be forgotten.

Lighting

1. All programs should be conducted in a well-lit room.
2. Any uncontrolled natural light, such as sunlight shining through a big window, can create glare problems for seniors.
3. When giving a training in conditions of artificial lighting, older persons will need more light than younger persons for comfortable vision.
4. If showing a film or slides, make the room as dark as possible. This will help seniors' visual perceptions.

Temperature

1. Older adults find it difficult to adjust to temperature changes. Cool or fluctuating room temperatures are the most uncomfortable.
2. Senior citizens are generally comfortable in temperatures that may be considered too warm by younger groups.

Physical Problems

1. The success of a training session depends on attendance. The site should be convenient both in terms of transportation and access to the room where the training will take place. Sites should be avoided if they would require seniors to climb many steps or do a lot of walking.
2. Older adults may experience extreme discomfort if they are forced to sit for an extended period of time. Provide rest breaks about every 20 or 30 minutes so they can stretch or use the rest room.

3. Student-type chairs can be uncomfortable; tables and comfortable chairs are more conducive to older persons' learning.
4. Physical tasks will take longer than when working with younger groups. When chairs are to be turned around to watch a film or moved to form small groups, for example, it may take a few minutes for everyone to get settled.

Review of Training Materials:
Films, Hand-outs, Props, etc.

1. Many older persons have difficulty seeing details. Thus, it's always a good idea to orally review visual material.
2. Review all films. Vocal quality should be low-pitched, slow, and sufficiently loud. Films should not be longer than about 20 minutes to avoid stretching attention spans. Actors and props must be clear to everyone, including those in the back of the room.
3. Handouts can be helpful in letting participants remember what they've learned. However, they should be factual, concise and brief. Ideally, they should be readable in one sitting. Type size, type style, and spacing should all be selected to promote readability. Colors should provide a strong contrast without being too harsh on the eyes.

Lesson No. 18
Page No. 1

LESSON: Developing a Training Program for the Elderly

TIME: 90 minutes **This lesson corresponds with Chapter** 13 **in the handbook.**

OBJECTIVES:

In this session, INSTRUCTOR should:

1. Divide the class into small groups to develop a training plan based on a hypothetical situation.
2. Lead a review and critique of the plans developed by the groups.
3. Use the plans as a means to evaluate the impact of lessons 16, 17, and 18.
4. Assign as homework for the next class the preparation of a five-minute summary of each of the 18 lessons in the course (one lesson per student.)

At the end of this session, PARTICIPANTS will be able to:

1. Develop a crime prevention training plan for a group of elderly citizens.

METHOD:

- Small group exercise.

TRAINING AIDS:

- Transparency: "Goal: To develop a crime prevention training for the elderly."
- Overhead projector and screen.

MATERIALS:

- Handouts: 1.--"Crime Prevention for East Side Seniors;"
  2.--Blank form for planning a training session;
  3.--Sample form (filled in) for planning a training session.

COMMENTS: Having covered the steps in planning, conducting and evaluating a training session in lessons 16 and 17, this lesson will apply those guidelines to develop a hypothetical training session. These plans can be used as one means of evaluating the results of lessons 16, 17, and 18.

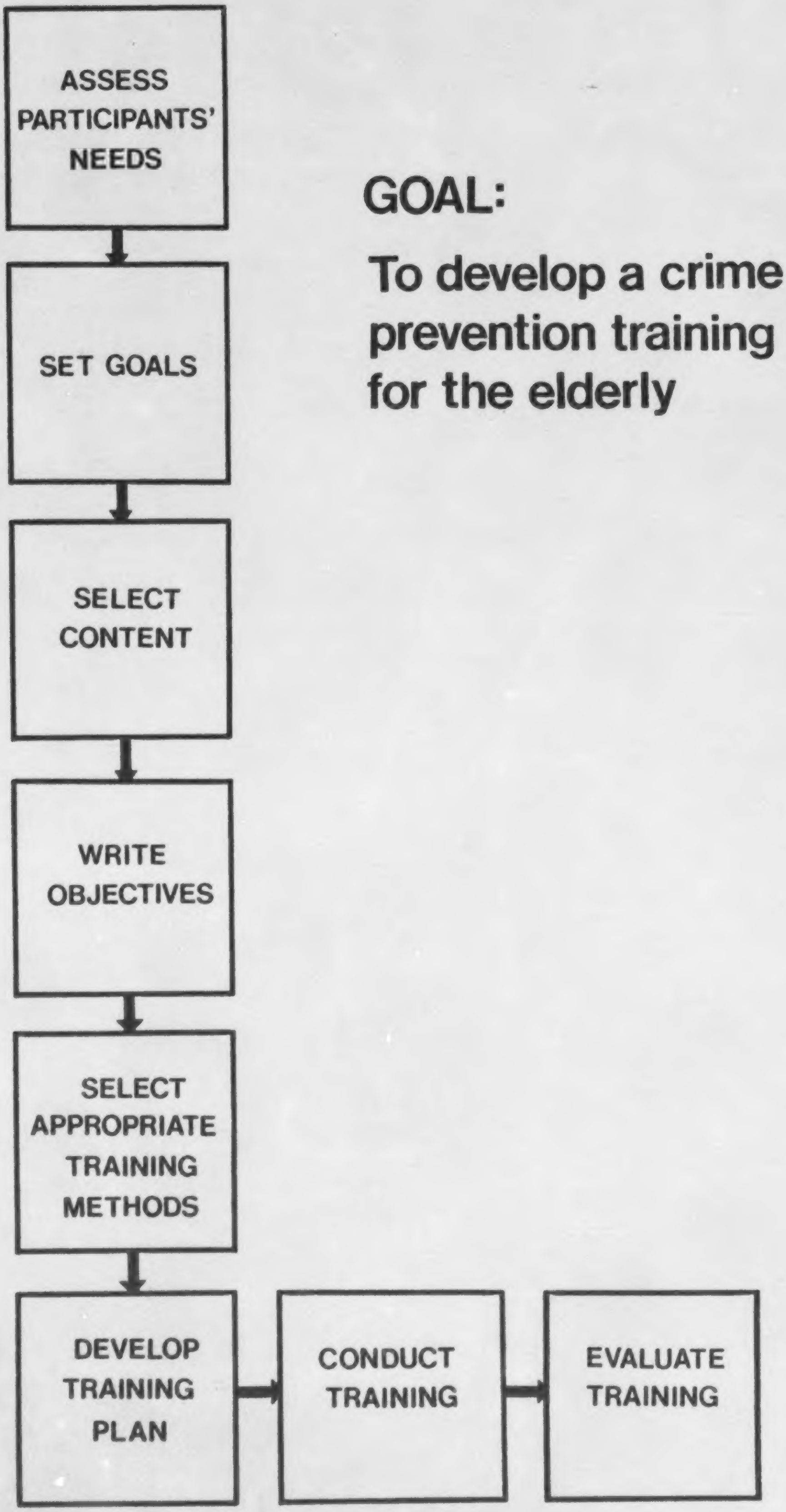
LESSON OUTLINE	INSTRUCTOR GUIDELINES
(15 min.) I'd like to introduce this exercise by briefly reviewing the process for preparing a training plan.	Show the transparency and briefly review the steps from lesson #16.
Today you will be working in groups of 5 to design a training plan, given a hypothetical situation. Please form groups of 5.	Distribute Handout #1, "Crime Prevention for East Side Seniors," and give about 5 copies of Handout #2, the blank form for writing up the workshop plans to each recorder.
Each group, please select a recorder to take notes.	
Please read the hypothetical, entitled "Crime Prevention for East Side Seniors" silently.	
Your instructions are to go through each step in the planning process, and assess participants' needs, select content, set objectives, and select training techniques. The product you will come up with is a lesson plan. Make sure that the lesson plans: --Consider the psychological, physical, and environmental characteristics of the elderly and the community; --Use a variety of training techniques; --Include objectives and plans for evaluation.	
I have given the recorders at each table a few copies of a form for writing the lesson plans. Here is a copy of a sample form filled in so that you can see how to complete the forms when you design your plans. I will read it aloud as you look at it.	Give each participant a copy of Handout #3, the sample of the form for planning, filled in as an example.
(45 min.) Take about 45 minutes to design your plans.	Stop occasionally at each group to determine if they need assistance.

LESSON OUTLINE	INSTRUCTOR GUIDELINES
(25 min.) Will the recorder from each small group decribe the plans your group developed for the entire class?	After each presentation, have the entire group discuss each plan. Collect the forms from the groups so that you can use them to evaluate the impact of the three lessons.
(5 min.) Homework assignment for the next lesson	Each student is assigned one lesson to report to the class for review during the next class. Instructions for the homework assignment are in Lesson #19, page 2.

Lesson No. 18

Transparency

STEPS:



ASSESS PARTICIPANTS' NEEDS

SET GOALS

SELECT CONTENT

WRITE OBJECTIVES

SELECT APPROPRIATE TRAINING METHODS

DEVELOP TRAINING PLAN

CONDUCT TRAINING

EVALUATE TRAINING

GOAL:

To develop a crime prevention training for the elderly

CRIME PREVENTION FOR EAST SIDE SENIORS

The East Side Recreation Center has a Senior Citizen Club which meets twice a week for two-hour sessions. One of their members, Mrs. Phillips, is in the hospital, having been beaten up on her way home from the grocery store last week. Mrs. Phillips has a broken hip, and is expected to be in the hospital at least four more weeks.

The other 50-some members of the club cannot believe that this happened to this sweet woman who was kind to everyone she met. They are afraid to go out; only half of the usual number came to the last meeting of the club. The leader of the club has requested that you speak to the group about crime prevention. She has not opened the subject up for general discussion because she doesn't want to alarm the people any more. The fact is, however, that this is the third such incident she has heard about in as many weeks.

Most of the elderly people in the club live alone in rented apartments in a one-mile-square area. The majority are women, who live primarily on Social Security. The theft of these checks from their apartment mailboxes is common.

There is a bus which picks up the club members at their buildings and takes them to the club meetings. For trips to the store, banks, doctors, church, etc. the seniors mostly rely on public transportation. The nearest bus stop is two blocks away, and involves crossing a busy four-lane highway.

The police say that the biggest problem of the elderly living in this area is con games, the latest being the bank examiner swindle. About five cases were reported, and an unknown number not reported, because of embarrassment, mainly, they project.

The room used for the club meetings is an old classroom, with blackboards. There are 10 round tables with five chairs at each. The arrangement is flexible.

Lesson No. 18

Handout #2

WORKSHOP GOAL: ______________________________

Activity Step	Activity Objective	Time	Materials Needed	Script (Trainer's instructions in brackets)

SAMPLE

WORKSHOP GOAL: To change not-very-prudent habits and behavior so that personal security on the street will be increased

Activity Step	Activity Objective	Time	Materials Needed	Script (Trainer's instructions in brackets)
1. Film	To be able to observe and remember some crime prevention tips used by others	30 min.	"Walk without Fear" film 16 mm projector Screen	The film you are about to see shows ways that we can prevent crime on the street. As you watch it, try to remember some of the tips you see so that we can discuss them after the film is over. Show the film
2. Discussion	To be able to name 4 precautions to take on the street	15 min.	Flipchart and markers OR Blackboard and chalk	What were some of the crime prevention tips that you saw in the film? As you mention them, I'll list them on the board.
3. Roleplay	To be able to identify criminal opportunities for muggers	20 min.		Will a volunteer please come up here? And bring whatever things you brought with you to class; in other words, come up here the same way you came to class, with your coat, etc. Now, please walk around the room just as if you were walking to class. The rest of the class pretend that you are muggers looking for a target. Look at this person through the eyes of a mugger. What about this person would be attractive to a potential mugger? Can we have another volunteer?
4. Summary	To be able to take these lessons home	10 min.		When you're at home, make a list of the precautions against crime that you take before you go out on the street. What else can you do?

Lesson No. 18
Handout #3

Lesson No. 19
Page No. 1

LESSON: Review of Effective Responses to the Crime Problem of Older Americans

TIME: 90 minutes **This lesson corresponds with Chapters 1-13 in the handbook.**

OBJECTIVES:

In this session, INSTRUCTOR should:

1. Have one student give a five-minute review of each lesson in the course.
2. Briefly describe the final examination, which will be given at the next class.

At the end of this session, PARTICIPANTS will be able to:

1. Summarize the important points in one lesson in the course.
2. Prepare for the final examination.

METHOD:

- Presentations by students.

TRAINING AIDS:

MATERIALS:

COMMENTS:

Lesson No. 19

Page No. 2

LESSON OUTLINE	INSTRUCTOR GUIDELINES
Instructions for homework assignment to be given prior to this class:	
Lesson 19 will consist of a review of this entire course. Using the handbook and your class notes, I'd like each of you to take a different lesson and prepare a brief review of it to present to the rest of the class next time. You will have only five minutes. Use any techniques you desire, but remember that the whole point is to help each other to study for the exam, which will be given during the class after the review class.	If there are more participants than lessons, ask the group if any of them would like to work together on the homework. If there are fewer people than lessons, ask the group if anyone would like to cover more than one lesson.
(85 min.) Have each participant make his or her presentation.	
(5) Briefly review the format of the exam and answer any questions.	

Lesson No. 20

Page No. 1

LESSON: Examination and Evaluation

TIME: 90 minutes   **This lesson corresponds with Chapter** 1-13 **in the handbook.**

OBJECTIVES:

In this session, INSTRUCTOR should:

1. Administer the final examination.

At the end of this session, PARTICIPANTS will be able to:

METHOD:

TRAINING AIDS:

MATERIALS:

- Examinations, one of each of 5 pages.
- Answer sheets, one of each of 6 pages.
- Examination answers.

COMMENTS: To grade this exam:

One point for true/false : x 25 = 25
One point for multiple choice : x 15 - 15
Two points for fill-in-the-blanks: x 20 = 40
Ten points for each short essay : x 2 = 20
100

Lesson No. 20

Handout 1

Page 1 of 5

FINAL EXAMINATION

I. True-False

1. Approximately 1 out of 15 persons in the U.S. is 65 or older.
2. Most elderly people live in small towns.
3. The average income level of the elderly is approximately one-half that of the younger population.
4. The older population in the U.S. is increasingly female dominant.
5. The incomes of older blacks and older whites are approximately equal.
6. Older females have incomes which average two-thirds that of older males.
7. One-fourth of the elderly are poor or near-poor.
8. The life expectancy of persons 65 and over has increased.
9. More people are living longer.
10. Fifty percent of the noninstitutionalized elderly have limited mobility.
11. One out of four suicides in the U.S. is committed by an elderly person.
12. Overall, there are nearly five personal crimes against the nonelderly for every one committed against an older person.
13. Not quite two burglaries are committed against younger householders for every one against an elderly household.
14. The elderly are victimized more often than younger people because they are weaker and slower.
15. The elderly are more fearful of crime than other age groups.
16. The elderly tend to stay indoors in the evenings because they are most frequently victimized during the evening.
17. Most elderly people fearful of crime in their high-crime neighborhoods move to other areas.
18. In major cities, the criminal victimization rates against the elderly are 2 to 10 times the rate against the elderly nationally.
19. Elderly victims lose on an average between 15 to 20 percent of their monthly income.
20. The most common crime against older persons is purse snatching.
21. Older blacks are generally less afraid of crime than older whites.

FINAL EXAMINATION

22. The most common reaction of older persons to their fear of crime is to mobilize themselves and others into action.

23. The victimization rate is higher against older men than against older women.

24. Violent crimes against senior citizens occur most often in public parks.

25. For information on the Direct Deposit program, contact the Internal Revenue Service.

II. MULTIPLE CHOICE

1. Elderly victims are _____ likely to receive hospital care as younger victims.

   a. Three times as
   b. Twice as
   c. Not more
   d. One-half as

2. If an elderly woman is being followed to her apartment, she should not;

   a. Scream
   b. Pass by her apartment
   c. Go in
   d. Go to a neighbor's apartment.

3. By practicing crime prevention, a person will _____ one's chances of being victimized.

   a. Eliminate
   b. Increase
   c. Decrease by 50 percent
   d. Reduce.

4. When first interviewing an elderly victim, there are three important things to say. Which answer below is not right?

   a. I'm sorry it happened.
   b. You should have known better.
   c. I'm glad you're all right.
   d. You did nothing wrong.

5. The best device for securing a double-hung window is:

   a. A deadbolt lock
   b. A thumbturn lock

c. A nail through the window frame.
d. A storm window.

6. A victim's "second injury" is one which is inflicted by:

a. The offender
b. A friend of the offender
c. A friend of the victim
d. The victim.

7. Which of the following is not a measurable learning objective?

a. To be able to understand the "second injury"
b. To be able to describe the procedures for using Direct Deposit
c. To be able to identify local crime prevention resources
d. To be able to list four tips for securing one's home.

Circle the letter next to the appropriate phase of crisis which is described by the quotes below: (Use the answer sheet.)

8. "I wasn't careful enough because I had left the window open."

a. Phase 1
b. Phase 2
c. Phase 3
d. Phase 4

9. "I can't control my anger. I have fantasies of running into them and killing them."

a. Phase 1
b. Phase 2
c. Phase 3
d. Phase 4

10. "I can't believe this happened."

a. Phase 1
b. Phase 2
c. Phase 3
d. Phase 4

11. "My daughter warned me about this neighborhood. I should have listened to her."

a. Phase 1
b. Phase 2
c. Phase 3
d. Phase 4

12. When walking alone on the sidewalk, it is recommended that one walk:
    a. In the center
    b. Towards the curb
    c. Close to a building
    d. Backwards.

13. The best weapon for an elderly person to carry is:
    a. A gun
    b. A whistle
    c. Mace
    d. A knife.

14. If an elderly person enters the house and hears an intruder, the person should first:
    a. Pretend to be asleep
    b. Try to get out of the house without being noticed
    c. Call the police
    d. Scream.

15. One way which would not be appropriate for evaluating senior citizens' immediate reactions to a crime prevention training session is:
    a. A show of hands
    b. An observer
    c. A questionnaire
    d. A written test.

III. Short Answer/Fill-in-the-Blanks

1. Name 6 age-related losses which can occur in a person's life.

2. What are the 3 main ways that crime impacts on the elderly?

3. Name 10 needs which elderly crime victims may incur.

4. List 6 safety tips for seniors to use on the street.

5. List 6 home security tips.

6. What are 4 types of nonverbal communication which can convey positive or negative messages?

7. What are 4 verbal communication skills to use in interacting with the elderly?

8. List the 4 main reasons for evaluating crime prevention training.

9. Name 2 con games commonly committed against senior citizens.
10. List 4 types of training techniques and one strength and one limitation of each.
11. List the 7 steps in preparing for, conducting, and following up a crime prevention training course for the elderly.
12. What is crime prevention?
13. What is victim assistance?
14. What is advocacy?
15. Name 2 reasons why seniors are good community crime prevention resources.
16. What are the 4 phases of crisis which victims experience?
17. What are 5 types of consumer fraud which seniors are particularly susceptible to?
18. When conducting a crime prevention training for the elderly, what are 6 practical tips to consider for the seniors' comfort?
19. What are 3 ways to collect information for a crime analysis?
20. Name 6 potential crime prevention activities for senior citizens to participate in collectively.

IV. Short Essay Questions (choose 2)

1. How are the elderly vulnerable to criminal victimization?

2. What impact does fear of crime have on the behavior and quality of life of older Americans?

3. How can a community group advocate for improved anti-crime services for its elderly?

FINAL EXAMINATION
ANSWER SHEET

NAME ______________________________
DATE ______________________________

I. TRUE OR FALSE? Write the letter "T" or "F" in the space beside the appropriate number below:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.

II. MULTIPLE CHOICE Circle the letter of the correct answer below:

1. a
b
c
c

2. a
b
c
d

3. a
b
c
d

4. a
b
c
d

5. a
b
c
d

6. a
b
c
d

7. a
b
c
d

8. a
b
c
d

9. a
b
c
d

10. a
b
c
d

11. a
b
c
d

12. a
b
c
d

13. a
b
c
d

14. a
b
c
d

15. a
b
c
d

Lesson No. 20

Handout 2, Page 2 of 6

NAME ____________________

DATE ____________________

FINAL EXAMINATION
ANSWER SHEET

III. SHORT ANSWER. Write appropriate answers in the spaces below:

1. ____________________

2. ____________________

3. ____________________

4. ____________________

FINAL EXAMINATION

ANSWER SHEET

NAME ______________________________

DATE ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

Strength: ______________________________

Weakness: ______________________________

(continue on next page)

Lesson No. 20

Handout 2, Page 4 of 6

FINAL EXAMINATION

ANSWER SHEET

NAME ____________________

DATE ____________________

10. Strength: ____________________

Weakness: ____________________

____

Strength: ____________________

Weakness: ____________________

11. ____________________

12. ____________________

13. ____________________

14. ____________________

(Continue on next page)

FINAL EXAMINATION

ANSWER SHEET

Lesson No. 20

Handout 2

Page 5 of 6

NAME ______________________________

DATE ______________________________

____

____

15. ______________________________

____

____

____

16. ______________________________

____

____

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17. ______________________________

____

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18. ______________________________

____

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19. ______________________________

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20. ______________________________

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Lesson No. 20

Handout 2, Page 6 of 6.

FINAL EXAMINATION
ANSWER SHEET

NAME ____________________

DATE ____________________

IV. SHORT ESSAY. Answer two out of three essay questions below:

INSTRUCTOR'S ANSWER SHEET
FINAL EXAMINATION

I. 1. False
2. False
3. True
4. True
5. False
6. False
7. True
8. False
9. True
10. False
11. True
12. True
13. True
14. False
15. True
16. False
17. False
18. True
19. False
20. False
21. False
22. False
23. True
24. False
25. False

II. 1. c
2. c
3. d
4. b
5. c
6. c
7. a
8. c
9. c
10. a
11. c
12. a
13. b
14. b
15. d

III. 1. income
status
death of spouse
death of friends
decline of physical powers
decline of mental powers

2. economically
physically
emotionally

3. crisis counseling
replacement of lost documents and keys
food
housing
transportation/escort
financial aid
victim compensation
medical assistance
legal assistance
clothing
replacement of Social Security and other checks
homemaking services

4. Don't carry cash
   Use pockets for valuables
   Walk in the center of the sidewalk
   Be observant
   Use Direct Deposit
   Don't carry a purse
   Don't walk alone
   Don't fight for personal property

5. Have a home security check
   Get a deadbolt lock
   Don't rely on window locks--have windows pinned
   Don't rely on chain guards on doors
   Don't open the door to strangers
   Lock doors and windows
   Get a timer for lights and radios if you go away
   Don't hide keys outside the house
   Cancel mail and newspapers if you go on vacation

6. eye contact
   posture
   gestures
   touch
   personal space

7. mirror response
   paraphrasing
   open-ended question
   feeling

8. - To determine if participants achieved the immediate training objectives;
   - To assess immediate participant reaction;
   - To assess trainer performance;
   - To assess the impact of the training on participants' behavior.

9. pigeon drop
   bank examiner

10.

Lecture	strength:	- easy to prepare - few variables affect its delivery
	weakness:	- people generally remember little of what is said
Films	strength:	- combination of verbal and visual input can greatly increase the amount of information retained - excellent films exist
	weakness:	- may not be available - rental money or equipment may not be available - audience is in passive mode
Role play	strength:	- provides a non-threatening context for participants to express themselves - sensitizes participants to a variety of attitudes - gives practice in a close-to-real-life situation

	weakness:	- requires more energy and skill on the part of the instructor - requires a large enough room for participants to break into pairs with minimal distraction
Guest speaker	strength:	- change of actors holds participants' attention - presents information from an "authority" - validates information presented in class
	weakness:	- speaker may not stay on target, straying from the subject matter, or talking overtime - trainer loses control of a segment of the class
Small group exercise	strength:	- gives more people an opportunity to speak - may encourage shy people to express themselves without the stress of having to speak in front of a large audience - can produce good products since a sense of competition may arise between groups
	weakness:	- requires a room where chairs and tables can be rearranged, or the availability of several rooms - decentralized authority can lead to task going in an unintended direction

11. Assess participants' needs
Set goals
Write objectives
Select content
Select training methods
Conduct training
Evaluate training

12. Crime prevention is the practice of spotting criminal opportunities and then doing something to reduce or eliminate them in a common sense way.

13. Victim assistance is assisting elderly crime victims in recovering from the emotional impact of crime, helping them obtain financial reparations for losses caused by crime, providing services which they need to return to a pre-crime state of well-being, and making it as easy as possible to participate in the criminal justice process.

14. Advocacy is a collection of activities designed to change unresponsive laws, regulations, procedures, or practices that work needless hardship on individual citizens.

15. They are often home during the day.
    They are often retired and have time to volunteer.
    They often know the neighborhood better than other residents.
    They can personally benefit from becoming involved--since an increase in neighborhood cohesion can decrease both the fear and rate of crime, as well as decrease the isolation felt by many elderly people.

16. - Shock and disbelief
    - Pseudo-calm, detached behavior
    - Circular anger and depression
    - Resolution

17. Home repair
    Hearing aids
    Funerals
    Insurance
    Door-to-door sales
    Health quackery
    Charities
    Work at home

18. - Minimize distractions and noise.
    - Use a well-lit room.
    - Keep temperature warm and constant.
    - Provide frequent rest breaks.
    - Use comfortable chairs and tables.
    - Speak slowly and clearly.
    - Use handouts.

19. - Review police offense reports.
    - Conduct informal surveys of citizens and key persons in the community.
    - Review local criminal justice planning agency reports.
    - Use local resource directories.

20. - Operation Identification
    - Home security surveys
    - Neighborhood Watch
    - Street patrols
    - Tenant lobby patrols
    - Whistle distribution
    - Escort services
    - Court monitoring